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ABSTRACT

One of four documents published by the Houston Independent School District for teacher use in developing a career awareness and education program, this document is separated into four parts. The first (15 pages) contains an overview of the entire program. Suggestions for classroom activities, grading, role of the teacher, time allotment, and presentation are noted. An appendix (60 pages) provides 11 areas of information related to career development. The history of career development, writing a program proposal, press releases advisory committees, resumes, ordering materials, work quotations, career speech, knowing Houston, State labor laws, and occupational sources are explored in this section. Units on the occupational clusters of business/office occupations, marketing/distribution occupations, and communication/media occupations are featured in the remaining three sections. These units contain ideas for class presentation of concepts and procedures and flexible lesson plans for the teaching of the materials. An appendix to each covers additional information and sources through the use of newspaper articles, cartoons, graphs, charts, short stories, and job descriptions. (JC)

OCCUPATIONAL ORIENTATION

PART 1

ED 094238

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Houston, Texas
1973

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OCCUPATIONAL ORIENTATION

SECONDARY LEVEL

Curriculum Bulletin Number 73CBM1

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1973

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Preface

This curriculum guide has been designed as a resource bulletin to give the teacher some basis for lesson planning and classroom management in a new discipline.

The original plans called for a single bulletin to be published in loose leaf form, which would allow for constant revision. But as work on the guide progressed, it became evident that if all fifteen occupational areas were developed fully enough to meet the needs of the teacher, a single edition would be impossible. So it was decided that the material would be published in four parts:

Part I contains an Overview Unit, an Introduction Unit, and units on Business and Office Occupations (Section A), Marketing and Distribution Occupations (Section B), and Communication and Media Occupations (Section C).

Part Two will include units on Construction Occupations (Section D), Manufacturing Occupations (Section E), Transportation Occupations (Section F), Agri-Business and Natural Resource Occupations (Section G), and Marine Science Occupations (Section H).

Part Three will include units on Environmental Control Occupations (Section I), Public Service Occupations (Section J), Health Occupations (Section K), Hospitality and Recreation Occupations (Section L), and Personal Services Occupations (Section M).

Part Four will include units on Fine Arts and Humanities Occupations (Section N), Consumer and Homemaking-Related Occupations (Section O), Self-Analysis, and Evaluation.

Parts Two, Three, and Four will be distributed as they come from the press.

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OVERVIEW

FOREWORD

Rapid changes in educational requirements are needed as a result of increased automation, population growth, and equal employment practices. The approximate 80 percent academic -- 20 percent vocational curriculum is not meeting today's needs. These percentages need to be voluntarily reversed in all geographic areas and at all ability levels.

This course calls attention to current needs and focuses interest on human activities rather than on materials and products. United States business leaders have proved their ability to organize and carry out procedures which bring successful results. Business leaders keep pace with the current tempo and set enviable records by continuously updating their supply in order to meet new demands. Educators can gain a great deal by following the patterns of business and even joining hands with professional, industrial, and labor leaders who can "tell it like it is."

All of society stands to gain when the world of work is fused directly into education. There can be no optical illusions in focusing career development on junior high school subject matter. Students and teachers must be encouraged to relate all subjects to their usefulness in the individual's present and future. Basic criteria for choice are determined by recognition of the student's preferences and abilities. Success is pointed out, but failure is merely a guide to change. Cause and effect patterns are developed. When morals are not affected, sometimes compromise is added to bring about teamwork. Flexibility is emphasized along with responsibility and pride.

The need for rewarding assignments reaches a high point in modern teenagers. Ironically, the sudden physical growth is often nct recognized as a possible frame for endless energy, deep thinking, and a yearning for responsibility. As a result, junior high school becomes the terminal point of education for many students. Countless others continue in school but wander aimlessly in frustration, boredom, and trouble. Acceptance of self, society, and current needs can swing the pendulum from failure to success. Occupational Orientation offers a challenge to pull need, subject matter, school, and community together.

The future of our economy rests on sincere reasons for education that are applied to need. If there is a clear purpose leading to involvement, learning results in all disciplines and at all levels of ability.

No mind is a vacuum. It will fill with fruitful or useless ideas as experiences are related to the individual. Statistics have already proved that the teenager who cannnot get off the side line will cast himself in a fantasy that brings heartache to himself and his nation.

This guide is written as a result of a strong conviction that adolescent years can be challenging and rewarding for the individual, his peers, and the community. The three basic factors for success in teen years are the same as those required at any other age—need, empathy, and involvement. These master keys can unlock human problems if business, education, and family units can realize a need for one another.

PURPOSE OF THE OVERVIEW

The overview is written especially for the teacher. Explanations and forms to be used by students are not included in this section. Hopefully, the teacher will study this material before meeting the students. Long range planning assures resources and continuity. Written requests for speakers, media, and study tours should be made before the course begins. Flexibility must be allowed, for alternate plans sometimes must be made.

Patterns for teachers to request resources follow. Letters and forms to be sent to individuals and organizations are included. Detailed explanations of the goals and procedures of Occupational Orientation are also included. Many times this information is needed as enclosures when resources are requested.

After the teacher has located numerous resources, an advisory committee should be established. Directions for selecting and planning duties of the committee are in this appendix.

A sample of the teacher's speech introducing Occupational Orientation to organizations is included. Before the speech is given, posters, and other visual aids should be set up in the meeting room. Also found in the appendix is a sample of a flexible introductory slide-tape program. The script is written, and suggestions are made for slides that will accompany the script. Directions for writing and producing your own programs are also included in the appendix.

USE OF THE GUIDE

Research patterns, subject matter, and procedures used in career guidance for Houston junior high schools are summarized in this book. People, places, and events relate to the circumstances and current trends in Houston; however, the framework is built on the broader influences of state, national, and world events which may affect every area. The pattern of collecting, presenting, and evaluating concepts and materials can be applied successfully in any locality if the objectives are empathy, purpose, and involvement.

A teachers's own style in setting up the introduction is important. Ideas and activities listed in this guide are simply suggestions and collections that may simplify the work. The entire course is covered briefly in the introduction to give student s an outline of purpose and plans.

The introduction will set the mood, tempo, and patterns for the entire semester. Choice of materials and manner of presentation will strongly affect attitudes and progress. A firm foundation with purpose will be evident to junior high school students. Preparation of copies, transparencies, and prepared handouts must be thought through well in advance. Contacts and student involvement must be planned carefully.

Throughout this guide a brief explanation of needs, objectives, procedures, and evaluations are included in each section. Details of specific resources are in an appendix which ties in with each section. After introductions are completed, the teacher may refer to the appendix for specific short stories and exercises which most junior high school students can read independently.

This guide can serve as a complete book for Occupational Orientation. There are specific examples of activities and patterns that lead to an investigation of the fifteen career fields, self-analysis, and planning; however, no one book can satisfy all the needs of various classes. Hopefully, the creative teacher will use this guide as a tool to open doors to a broader perspective. If this material arouses an investigation into introspection and the changing job market, it will not be a tool to an *end*; it will be a tool to the *beginning* of a perpetual concern for individuals' needs and dignity.

USE OF FIRST PAGE OF EACH UNIT

Each section will begin with a page entitled "Specific Name of Career—Interdependence: Examples of a Few People and Places." This page can serve as an outline. It should be duplicated so that each student will receive a copy for further investigation. Make a transparency for group discussion.

When this introductory sheet is used on the first day of investigating each specific career, it can stimulate discussion and arouse interest. Hopefully, students will then think of other projected needs, other examples of careers, and other places for employment.

The third column in each unit has suggested places of employment. No specific names, addresses, and phone numbers are listed. This omission is intentional. If the students are interested in projected needs and examples of careers, they will search for specific names, addresses, and phone numbers of potential employers. As the students become involved in doing their own investigation, they are beginning to satisfy objectives of this course.

Sources of information for specific places of employment can come from newspapers, telephone books, friends, relatives, and observation. The students should record their information in their notebooks. In that way, the teacher has another quick check on interest and progress.

USE OF LAST PAGE OF EACH UNIT

Each section ends with a wheel entitled "Career Information for Your Fields of Interest." The details inside the wheel can serve as the students' guide for an overall picture of collecting information. This sheet should be duplicated and distributed to students when each new unit is presented. A transparency of the wheel should also be made to assist in group discussions.

Information located by the use of the "guiding wheel" can serve as a summation of the student's written participation in each unit. This pattern can be used as another tool for individual evaluation of notebook work.

THE APPENDIX

Each unit has its own separate appendix which supplies numerous teaching materials as well as names for resource speakers and bibliographies. This format is used to supply a complete, workable guide with self-contained instructional aids. A teacher who is new in career education will not be forced to interrupt the program to search for materials.

The overview appendix gives the teacher sample copies of speeches, news releases, and letters to promote public relations. The appendix to the introduction includes samples of forms students will need for planning and obtaining resources. Each career field has materials that lend themselves to independent work for the students. Most articles are short and easy for individual reading. A few plays and other activities are included for group participation.

News clippings, want ads, current and predicted job opportunities are to be used as examples of what students are to look for in research. These examples can be easily shown to the class when made into transparencies.

As the teacher gains experience, it is hoped that this guide is only the beginning of a perpetually changing plan which adds new, improved images of self and careers.

PUBLIC RELATIONS

An understanding of the purpose and procedure of presenting career education will bring public support. This is essential in succeeding with any project, but in the case of Occupational Orientation it is of the utmost importance. To bring in the community as resource speakers, donors of printed materials, and sources of field trips will bring involvement and interest. If the needs of the working world are sought and attempts are made for a solution, the community and educators all stand to gain a great deal. Needs and procedures of the working world will be a key to the curriculum.

In order to involve the community, each educator must be responsible for preparing audiovisual materials as well as becoming active in civic and business organizations. Speeches and programs should be presented to make the public aware of clear-cut objectives. Administrators, faculty members, P. T. A.'s, civic groups, professional and union organizations should be contacted. Whenever possible, meetings should be attended. Search for and participate in activities that will build understanding between school and the world of work.

OCCUPATIONAL ORIENTATION

The purpose of this course is to investigate introductions to pride and teamwork found in the world of work. We hope to have professionals, blue-collar workers, and laborers give demonstrations and explanations of requirements for obtaining and holding a job.

When business leaders are willing to give us samples of tests, application forms, instruction sheets, interview-criteria, and audiovisual materials, we will integrate these materials into our course. Math, reading, English, and other subjects will be re-emphasized as needed.

We are trying to find people and relevant materials that will innovate and motivate all students whether they are average, bright, or dull. The entire picture of education leading to a job and its related fields is being organized into fields, such as communications, agriculture, construction, and the like.

A master teacher will find the investigation of careers is a rewarding experience for everyone. Searching for new materials and techniques will be a perpetual challenge that keeps the program growing and improving. Therefore, no definite limitations are placed on the teacher's desire to incorporate innovative ideas.

This guide is writen to be used as a *tool.* The plans, patterns, and suggested resources are collected to assist all teachers—experienced or inexperienced. Therefore, the loose leaf format is chosen so teachers may remove sheets as needed in making transparencies, master copies, bulletin board themes, and others. As time goes on, more materials will be added to the models included here. The changing job picture will mean some pages will be deleted or figures will be updated.

The fused approach of State Plan requirements is directed into the fifteen career fields. Students develop self-identity with the careers that fit their needs and abilities. Employed resource speakers in all fields and at all levels of ability bring the students a realistic picture of work. Field trips, a collection of audiovisual materials, games, printed materials, and creative ideas are included throughout the guide.

In summation, we hope to guide each student to know himself and the world of work. This may be done effectively as we join with people on the job who give relevant information and show concern for youth.

SUGGESTIONS FOR THE TEACHER'S PROCEDURE BEFORE FIRST DAY OF CLASS

1. Copy academic and conduct semester averages from the files in the counsellor's office.

2. Make mimeographed copies of a check list of individual likes and dislikes for students to consider.

3. Collect free materials from Texas Employment Commission. Also collect application forms, free materials from business and professional organizations as needed in the 15 job fields.

4. Schedule one or more guest speakers for each field of careers (with principal's approval).

5. Order films from Houston Independent School District (see your librarian for forms) and other sources.

6. Obtain suitable magazines that neighbors wish to discard. Have a table for "doing" activities.

7. Prepare a Career Corner with materials that explain the concept of Occupational Orientation (self-analysis, a preview of 15 job fields, and involvement). See your librarian for help. Change the material of the Career Corner as you move into a new field.

8. Plan two field trips for the semester (with principal's approval).

9. Bring the daily newspaper and a dictionary to class. If possible, order a set (20 or 25) of newspapers for each week day.

10. Prepare bulletin boards and posters to give a visual introduction of the objectives in Occupational Orientation. If possible, have one in your room, one in the hall or office, and one for the administration building.

11. Plan a Career Development program that will be suitable for orientation at faculty meeting, P. T. A., or civic clubs. A flexible script is in the appendix to the introduction.

13. Plan for involvement of students in:

    a. Red Cross
    b. Junior Achievement
    c. 4-H Short Term Projects (call County Agent)
    d. Ship Channel Trip to see Houston from the water (free)
       Phone 225-0671 for reservations.
    e. All-day visit in community-work-situation by individual students who show unusual interest, self-discipline, and ability

14. Get a scrapbook and a camera. Each semester you will want to save snapshots, clippings, and good work that is done by students. Save two snapshots each month for administration building displays.

15. See librarian for new materials that may be ordered by her each fall. Plan a trip to the library early in September to introduce *The Readers' Guide* and card catalogue. Get A V catalogue from library and order films for the entire semester.

16. Make mimeographed copies of pre-test. It is to be given the first week.

17. Plan to write thank-you letters to all speakers. They are a *must* from each teacher. Include one or more letters from students and a total of student's evaluations tallied, if it is complimentary.

18. Plan the pictures to be taken (slides and snapshots).

19. Collect current events, games, and activities for follow-up.

20. List good tapes, film strips, etc., made in class. Send list each week to office. Speech teachers may be glad to assist; also check with music and art teachers.

21. Plan student duties

    a. "Happenings" Bulletin Board ("in-scene" chairman)
    b. Current events (historian)
    c. School paper, Chronicle, Post (class reporter)
    d. Crafts and Hobbies (hobby chairman)
    e. Posters to be done by students (art chairman)
    f. Filing materials (assistant teachers)

22. Plan students' group involvement in "Company" procedures for each career field.

23. Plan to be involved in one or more school clubs.

24. Meet faculty members and try to secure assistance for a field in which they have specialized. Be willing to take their class when they take yours. Make a trade in presentation of units in which each of you is a specialist.

25. Ask principal if you may explain purpose and procedure of your course to P. T. A. Solicit assistance from parents and community.

26. Plan a Saturday field trip for students to gain knowledge of and pride in their city. Call Houston Gray Line Tours, Inc.—lectured tours—501 Crawford, Phone 223-9113.

27. List good speakers and identify their career fields. Be sure to include their phone numbers and addresses. Continue to search for more speakers and more organizations that will provide resources.

THROUGHOUT YEAR

1. Try to contact as many professional, civic, business, and union organizations as possible. Get to know *key* people. Win their friendship and support.

2. Keep up with conventions that come to this area. Try to attend.

3. Ask the YMCA, City, and any other groups to notify you if a job fair or a workshop for resumes will be held.

4. Keep up with film festivals, lectures, rodeos, or any other activity that might tie in with your career field.

5. Continue searching for hobby and volunteer outlets to tie in with Career Units.

6. Always consider events, special holidays, or seasons that may tie in with your career fields. Examples are—

   a. *Marine Science* in September or May will make water activities easier
   b. *Consumer—Homemaker*—Thanksgiving, Christmas, and Easter
   c. *Agriculture*—Stock show in February
   d. *Fine Arts*—free plays by Alley's Merry-Go-Round in January and May

7. Read the newspaper each day. Clip materials that show current and predicted needs for careers.

OUTLINE OF COURSE AND SUGGESTED TIME ALLOTMENT

Pre- Test Concepts to be given before course begins.

I. Introduction (two weeks)
   A. Objectives
      1. Knowledge of self
      2. Respect for all workers

3. Requirements for jobs
4. Application of self-analysis to career choices

B. Procedure
1. Visual media and assignments of student activities are *combined.*
2. Assignments of student activities (one day)
3. Guest speaker or study tour (one day)
4. Current and future needs (one day)
5. Student's presentations of assignments and group guidance are *combined.*
6. Group guidance (one day)

C. Organizations
1. Government
2. Business
3. Civic

D. Resources
1. Students' assistance
2. Organizational help
3. Parents' assistance
4. Faculty cooperation
5. Current printed and audiovisual materials
6. Community concern

II. Self-analysis (one week)
A. Preferences
B. Autobiography
C. Strengths
D. Weaknesses
E. Goals

III. Fifteen Career Fields (approximately four days for each field).Three fields may be presented at once; details are explained on the following page.

A. Business and Office Occupations
B. Marketing and Distribution Occupations
C. Communications and Media Occupations
D. Construction Occupations
E. Manufacturing Occupations
F. Transportation Occupations
G. Agri-Business and Natural Resource Occupations
H. Marine Science Occupations
I. Environmental Control Occupations
J. Public Service Occupations
K. Health Occupations
L. Hospitality and Recreation Occupations
M. Personal Services Occupations
N. Fine Arts and Humanities Occupations
O. Consumer and Homemaking-Related Occupations

IV. Self-appraisal (one week)
A. Knowledge of self
B. Knowledge of jobs

V. Planning (one week)
A. Four year high school plan
B. Hobbies

C. Volunteer projects
D. Clubs
E. Part-time jobs

VI. Evaluation (one week)
A. Post-test (Repeat Pre-Test)
B. Awards by
1. 4-H
2. Jr. Achievement
3. Red Cross
4. Others

C. Completion of long-range activities chosen by students from suggested career activities
D. Group guidance in "Company" that includes all fields of careers

THREE CAREER FIELDS—12 DAYS
SIMULTANEOUS RESEARCH AND EVALUATION

1 st Day	Introduction of three career fields. Divide class into the three career fields. Assign student activities in the career fields.
2nd Day	Audiovisual presentation of one career field Students research and prepare creative activities.
3rd Day	Audiovisual presentation of another career field Research and creative activities continue.
4th Day	Audiovisual presentation of third career field Research and creative activities continue.
5th Day	Guest speaker or study tour
6th Day	Research and creative activities continue.
7th Day	Guest speaker or study tour
8th Day	Research and creative activities
9th Day	Guest speaker or study tour
10th Day	Group I presentation of group activity and evaluation
11th Day	Group II presentation of group activity and evaluation
12th Day	Group III presentation of group activity and evaluation

SUGGESTED METHODS OF PRESENTATION

1. Audiovisual presentations (slides, tapes, filmstrips, video tapes, and transparencies, made by teacher, students, or commercial)
2. Book reviews
3. Guest speakers
4. Study tours
5. Improvisations
6. Lectures
7. Crafts
8. Research
9. Scrapbooks
10. Posters
11. Interviews
12. Demonstrations
13. Games
14. Displays
15. Reports on newspapers and/or magazine articles
16. Occupational observations
17. Problem solving
18. Notebooks
19. Experiences with hobbies
20. Panel discussions

GUIDELINES FOR TESTS ON CAREER FIELDS

- Predicted needs for specific jobs
- Required and helpful high school subjects for each field
- Useful hobbies and clubs
- Volunteer opportunities
- Required and helpful training
- Specific schools for training and retraining beyond junior high school
- Qualifications: physical, mental, emotional
- Advantages
- Disadvantages
- Entry level job descriptions
- Salary range
- Examples of jobs that make up the teamwork for a given service or product
- Sources of information for changing job pictures
- Places of employment
- Tools of the trade or profession
- Usual promotion pattern
- Specific application procedure

GRADE CRITERIA

The report card grade should encourage students for interest and effort they put forth on daily activites. Enthusiasm and initiative may result if the positive side of involvement is discovered and praised on an individual basis.

Grades might also be based on the ability to listen, to follow directions, and to complete assignments within a reasonable length of time. The student's level of ability should be considered in deciding how much to expect of him.

Neatness, organization, and teamwork give indications of performance. If the student is capable, he should be encouraged to do more creative and research activities than those with lesser abilities. If choices are given, a student should not be held back from activities he shows an interest in. The exception to this suggestion is made when a student wants new involvement before he has completed the last project to the best of his ability.

The results of rote and memory drills are disastrous. The concept of Occupational Orientation will be crushed if a student is "fenced in" by routine drills in vocabulary and detailed data requirements. *This course attempts to investigate and to furnish tools for future searching of career knowledge.* Tests should be kept to a minimum.

ROLES OF TEACHERS

The curriculum is only as meaningful as the willingness and the ability of the faculty to teach and to live by it. Only creative teachers will be successful in Career Development.

CREATIVE TEACHING

Notes from Dr. Karl Bleyl

Creative teaching aims at teaching children to understand rather than to remember.
Creative teaching begins not with the subject but with the child.
Creative teaching helps the child to discover and exercise his best means of self-expression.
Creative teaching helps a child to supplant negative attitudes with positive ones.
Creative teaching leaves a child with a pride of achievement.
Creative teaching recognizes that a child is more interested in the "whys" than the "whats."
Creative teaching provides, if concentration is necessary, an environment in which concentration is possible.
Creative teaching must train the hands as well as the mind.
Creative teaching leaves the child excited rather than dejected.
Creative teaching must not only inform, it must inspire.
Creative teaching must leave the student not only satisfied with today, but eager about tomorrow.
Creative teaching must point out not only the structure of things, but the beauty of things.
Creative teaching does more than solve problems; it explores ideas.
Creative teaching asks not only "how was this made?" but "how can it be improved?"

The creative teacher grooms her voice as well as her person. She displays her personality rather than herself. Her certificate is not only a license to teach, but a commitment to learn. The creative teacher will strive, not only to raise the level of skill, but the level of culture of her students and herself. To her, the sun will encompass more than heat and size, but beauty; it will be not only the source of light, but the source of life.

The creative teacher will know much about a few things and little about many things.

The creative teacher will be more concerned with teaching her students how, than what, to think.

To the teacher overburdened with too many pupils, a noisy environment and too many outside chores, these will seem like just another collection of "brave words."

The end of each day should leave the creative teacher wiser, happier, and tired.

APPENDIX

1. History of Career Development
2. Proposal
3. Models of Press Releases
4. Advisory Committee Plans
5. Samples of Letters and Forms for Resources
6. How To Order Materials
7. Quotations about Work
8. Career Speech for the Teacher
9. Know Your City
10. State Labor Laws
11. Occupational Shortages

HISTORY OF CAREER DEVELOPMENT IN THE HOUSTON INDEPENDENT SCHOOL DISTRICT

A STATEMENT OF POLICY ADOPTED BY THE BOARD OF EDUCATION OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT—AUGUST 10, 1970.

Employment requirements have changed and are changing dramatically as a result of increased automation and technology, a national policy of equal employment opportunity for all citizens, and the rising educational demands of employers.

Nationally, approximately 50 percent of all jobs require more than a high school education but less than a college degree, 26 percent require a high school education, and 6 percent require less than a high school education. Only one out of every five youths graduate from a four-year college, which means that four out of every five must obtain salable skills elsewhere.

The Houston metropolitan area is experiencing great economic growth. It is estimated that by 1975, 157,000 new jobs will be created in the area, each of which will require more than an elementary school education but less than a college degree. Of these, 104,000 will require more than a high school education.

Terminology and Placement in Organizational Structure
The term "occupational education" shall replace the term "vocational education" because it more nearly encompasses the full service needs of career education and shall refer to all programs related to the preparation of persons for employment.

The Division of Vocational and Adult Education shall hereafter be called the Division of Occupational and Continuing Education to indicate the increase in scope and complexity of vocational and adult education.

The advisability of placing this division under a deputy superintendent and on a level equal to elementary and secondary will be assessed with these goals in mind: emphasizing the importance and scope of the division and facilitating the programming of occupational education across all educational levels.

Appropriate Emphases at Various Levels
At the elementary level, children should develop occupational awareness so that they may begin to formulate career thoughts, orientations, and goals based upon adequate knowledge.

In junior high school, students should attain an understanding of the economic and industrial system within which careers function along with exposure to the broad range of occupational choices and a working knowledge of the requirements and advantages of each.

At the senior high level, students should be able to follow one or more of several routes—college preparatory, general, and occupational. The occupational route may have more than one track—one for students who wish to get a job right after graduation (skills training) and one for students who are more career oriented but do not plan to go to college immediately. Pursuit of an occupationally oriented curriculum would not preclude a person from attending college should he later decide to do so.

Relevance to Work and Academic Areas
Occupational education must be relevant to the world of work and must be coordinated with other academic areas so that students see the interrelatedness of occupational areas with other areas of the general curriculum.

Responsiveness to Economic and Individual Demands
In the allocation of limited resources, first attention should be given occupational areas which offer expanding employment opportunities and which are geared to the needs of the local economy and citizenry. Data on supply and demand for various occupations as well as student interests must be the basis for program planning.

Post-Secondary Occupational Education
Post-secondary occupational education shall become a function of this school district, shall be developed and expanded at a rate consistent with sound fiscal policy, and shall vary from the two-year terminal technical curriculum through grade fourteen to skills development programs and remedial training.

Occupational Counseling Placement and Follow-up Services
Occupational counseling must pervade elementary, secondary, post-secondary, and adult levels. Schools and employers must build a bridge between schools and work. Placing students on jobs consistent with their interests and training rounds out the educational process. Follow-up analyses must be conducted to obtain feedback data upon which to base follow-up counseling and evaluation.

Persons with Special Occupational Needs
Many persons in the district have special occupational needs because they are economically, physically, or mentally handicapped. The district must provide specialized training for these persons so that they may gain employment.

The above seven statements are adopted by the Board of Education of the Houston Independent School District as a call to action and as a pledge to provide opportunities for career oriented education for all students in the Houston Independent School District—the gifted as well as the less gifted—and for all adults who should wish to take advantage of occupational education and guidance.

EXAMPLES OF PERTINENT INFORMATION NEEDED IN WRITING A PROPOSAL FOR OCCUPATIONAL ORIENTATION

A Proposal
For a career opportunities program to be conducted in six junior high schools of the Houston Independent School District on a pilot basis for the school year, 1971-1972. Said schools have been chosen according to criteria listed later in this request.

Purpose
To aid junior high school students in discovering and investigating in depth an unlimited number of careers and occupations that will enable them to become more knowledgeable and capable in choosing and working toward a worthy, worthwhile and satisfying career. Also, to make them aware of the fast changing occupations and careers of the world of work. Hopefully, it will create within participants an awareness of and appreciation for the worth and dignity of honorable work, regardless of the kind of job.

PROPOSAL FOR AN OCCUPATIONAL ORIENTATION PROGRAM FOR SEVENTH AND EIGHTH GRADERS

1. *Statement of Needs*

   In the summer of 1970, we prepared and sent to you a proposal for an occupational orientation program for grades K-12. In that proposal, we only asked for the financing of step one, "Occupational Awareness," for grades K-6 on a pilot basis for school year 1970-1971.

Occupational Awareness has succeeded beyond all expectations; therefore, we are now asking you to approve and finance, for the 1971-1972 school year—July 1, 1971 through June 30, 1972—a program to be offered in the seventh and eighth grades. This program is designed to lead students to an in-depth study of and investigation into an unlimited number of occupations and careers.

This course will be offered as an elective on a one-hour per day basis for one semester of one-half school year. This will enable each teacher to teach the course two times during the school year, thus allowing more students the opportunity to take it.

2. *Statement of Objectives*

A. To better prepare and motivate each student to make a self appraisal of his capabilities for specific jobs.

B. To make it possible for junior high school students to study and investigate, in depth, an unlimited number of occupations and careers.

C. To prepare students to be more capable to do planning and decision making.

D. To continue to add to information and knowledge of careers and occupations gained in K-6.

3. *Numbers and Types of Participants*

The program will be offered in the seventh and eighth grades in six junior high schools, namely;

E. O. Smith
Ryan
McReynolds
Fondren
Black
Miller

There are to be two teachers in each of the six schools, for a total of twelve, plus one additional program coordinator to work with the overall program, and coordinate activities with the K-6 Occupational Awareness Program. Each teacher will teach four one-hour classes daily of from twenty to twenty-five students and be allowed two additional periods for planning which is most essential for the program to succeed in its first year of operation. Total enrollment should be from 960 to 1200 per semester.

Schools chosen to offer the program should give us a representative sampling of the overall student body of the Houston Independent School District.

4. *Description of Activities*

Activities will include field trips, having guest speakers from specific occupational areas, showing of films and film strips related to the course, student research, having and conducting interviews, giving of differential aptitude tests to eighth graders, if possible, listening to tapes and records, making tape recordings, film strips, and listening to educational television.

Also, programs, lecturing of teachers and students, written and oral reports, classroom discussions, demonstrations and panel discussions.

Also, student self-evaluations, teacher evaluations of students' abilities, interests, and talents for particular occupations and careers.

We are asking for twelve teachers to be placed in the six previously named junior high schools. Each is to teach four one-hour classes and have two one-hour preparation periods daily. The program coordinator will coordinate the work and planning of all twelve teachers. As listed above, class size will be twenty to twenty-five with a total teaching load of eighty to one hundred per teacher, making a total program enrollment of 960 to 1200 per semester. Each class will last for eighteen weeks, or one semester, which will give each teacher a total teaching load of 160 to 200 for the year, resulting in a grand total of 1920 to 2400 students taking the course during the entire school year.

5. *Qualifications of Personnel*

Teachers will be selected according to the following criteria:

A. Interest in the program.

B. At least a Bachelors Degree.

C. Two or more years of occupational experience within the past five years.

D. Must presently hold, or be willing to work toward, a vocational certificate as needed.

E. Preferably, at least ten years of successful teaching experience.

6. *Facilities and Equipment*

Existing facilites are to be used for instruction with some extras added. Ordinary classrooms will be used with added equipment to consist of: tables and chairs, or standard desks, chalkboards, and bulletin boards.

It is hoped that additonal shelving and/or bookcases can be added. Rooms should be provided, as needed, with closets which can be locked, located within the classroom or as near as possible, for the securing of equipment and valuables. Rooms also should be provided with dark curtains, good lighting, ample electrical wiring and plugs, teachers' desks and chairs, bulletin boards, chalkboards, projection screens, ample heat and ventiliation.

7. *Evaluation*

All occupational orientation teachers in the junior high school will work together in developing a readiness appitude test to be given students to determine interests, attitudes, and knowledge of the world of work. This will be given at the beginning of the course to help establish some direction for the teacher. Without forewarning students, a post-test will be administered at the completion of the course to evaluate changes which might have occurred in students' interests, thinking, attitudes and knowlege pertaining to occupational careers and the work-a-day world.

Teachers will carefully and regularly observe each student by keeping a record of his progress, grades, change in attitude, interests, and work effort, both positive and negative. Written reports, examinations, and daily activities will be given and the results recorded. Students will be requested to complete a self-evaluation sheet near the end of the semester course.

PROPOSAL CHANGES

In the fall of 1972, the plan for Occupational Orientation increased the number of participating schools to eleven; the number of teachers, to thirteen. The current schools involved in Occupational Orientation are—

E. O. Smith
Ryan
McReynolds
Fondren
Black
Edison
Thomas
Patrick Henry
Johnston
Jackson
Miller

Only one teacher is in all schools except E. O. Smith and McReynolds, which have two teachers. These are the only current changes in personnel and schools in the second year of this project.

MODELS OF PRESS RELEASES

SAMPLE OF STORY FOR LOCAL PAPER

_____ Junior High School is one of the Houston junior high schools participating in Occupational Orientation. It is an elective for seventh and eighth graders. The course is designed to help students with:

1. self-analysis
2. an investigation into an unlimited number of careers
3. a positive attitude toward self and all workers
4. a purpose in planning use of school and leisure time
5. an awareness of changes in economic and job requirements

Students from all levels of ability, all socio-economic brackets, and all ethnic groups are included in the class. Through the assistance of many private and public establishments, students are getting a realistic picture of the real purpose of school and constructive use of leisure time.

Miss _____, Occupational Orientation teacher at _____ Junior High school, and the other dedicated teachers in this program have done an excellent job in this new phase of Career Development. Hopefully, by 1975, Occupational Orientation will be available to every junior high school student in Houston.

OCCUPATIONAL ORIENTATION

The purpose of this course is to investigate introductions to pride and teamwork found in the world of work. We hope to have professionals, blue-collar workers, and laborers give demonstrations and explanations of requirements for obtaining and holding a job.

When business leaders are willing to give us samples of tests, application forms, instruction sheets, interview criteria, and audiovisual materials, we will integrate these materials into our course. Math, reading, English, and other subjects will be re-emphasized as needed.

We are trying to find people and relevant materials that will innovate and motivate all students whether they are average, bright, or dull. The entire picture of education leading to a job and its related fields is being organized into clusters, such as communications, agriculture, construction, and the like.

In summation, we hope to guide each student to know himself and the world of work.

This may be done effectively as we join hands with people on the job who "tell it like it is."

MEETING MR. ASTROWORLD
Winners Richard Mallot and Rita MacMillan

Students Create Emblem, Song For Occupational Orientation

BY SHIRLEY PFISTER
Chronicle Staff

Two E. O. Smith eighth graders defeated students from nine participating junior high schools to win the free Astroworld tickets promised by the Occupational Orientation division of Career Development.

Career Development, brother of the Occupational Orientation pilot project, offers vocational counseling and training to high school students of Houston Independent School District. Orientation, which began this year, is the junior high phase of the program.

The contest sought students who could design an emblem for the department, plus the lyrics of a theme song.

Richard Mallot, 13, was awarded first place for his emblem design. Rita MacMillan, also 13, was awarded tickets for composing the winning lyrics.

There are 12 classrooms through the district participating in junior high orientation, according to Mrs. Mary Elizabeth Schell, consultant for Career Development. The schools include Black, Fondren, Ryan, Patrick Henry, Johnston, McReynolds, Miller, Albert Thomas and Smith.

Orientation lasts one hour, five days a week, for one semester.

Students, 20 to 25 in a class, are selected by their school counselors. Seventh and eighth graders may participate. The course is an elective.

Purpose, says Mrs. Schell, is to let teens investigate constructive activities concerning themselves and their careers. Orientation also shows them the purpose of going to school and how to use leisure time most effectively.

Students spend the first two weeks testing, learning to understand themselves and others, finding a correlation between school and work, and learning to plan realistically.

For the next 12 weeks, they review 15 occupations, including manufacturing, agriculture, business, public service, homemaking, fine arts, environmental control and marine science, recreation, health, transportation and construction.

Self-analysis, a two-week program, urges students to examine their career potential, strengths and weaknesses, as well as checking out their mental, physical, moral and emotional qualities.

The concluding two weeks are spent in testing, evaluating and making four-year plans for high school. Involvement is urged in this phase, and students are helped to find employment in part-time or volunteer jobs.

Aiding with the evaluation are teachers, other students, parents, resource speakers and administrators. Field trips, audio-visual materials, periodicals and creative work serve as sources of information.

By 1975, the district hopes to have orientation in every junior high school in Houston.

ADVISORY COMMITTEE

Purpose

The purpose of the Advisory Committee is to provide a link in the two-way communications needed between the world of work and of school.

Occupational leaders should be able to draw well-prepared employees from the local schools. The schools must know what employees need and want. There must be an effective means of understanding needs and procedures. Membership represents various career fields. These people are recognized and respected as authorities in their work. From information they can contribute, a career program can develop innovative ideas that are based on the real needs of the community. Public confidence and improved training can result if the experiences and guidance of business, professional, and labor leaders are acted upon by the school.

Duties of Members

1. Contact individuals and groups in the community to provide resource assistance

   Examples of classroom needs are speakers, study tours, films, pamphlets, also displays and posters which are to be discarded. Students who show a strong interest and self-discipline should be given an opportunity to spend a day on the job site of their chosen career. This should be done on an individual basis with the invitation initiated by a committee member. Parents will be responsible while student is away from school.

2. Direct publicity to the worthwhile achievements of the Occupational Orientation program

   Committee action, news stories, and pictures of the program can be carried in the neighborhood papers, the city papers, on radio, television, and in window displays in the places of business.

3. Assist in surveys to determine the services and/or products needed or wanted by the community

4. Assist in determining data to be gathered for evaluation factors

5. If possible, provide financial backing for study tours

   This means picking up part or all of the transportation fees. At the present time, the cost of an HISD school bus is $20 for a maximum of fifty passengers. The busses may be used from 9:30 a.m. to 1:00 p.m. if clearance is set up by the teacher ten days before the field trip. This is done through the principal and area superintendent in order to protect the person or organization sponsoring the trip. The sponsor will be completely free of any liability.

The Chairman

Most committees expect the instructor to serve as chairman. This is a logical arrangement since the teacher is the person to be helped.

Qualifications for Committee Members

1. Interest

2. Experience

3. Adequate time

4. Character

Advantages for Committee Members

1. Excellent opportunity for public relations

2. Involvement in community's growth

3. Opportunity to recommend educational changes that laymen recognize

4. Opportunity to narrow the problems in a generation gap

5. Preview of potential employees

Advantages for Educators

1. Encouragement from outstanding business leaders who know career needs

2. Stimulation from successful men and women

3. Support by the community becoming a part of the school

Procedures

1. Number of meetings should be suggested before committee is formed.

   A meeting every two months is usually workable. The time and place of meetings should be determined by suggestions and agreement of the committee.

2. If prospective members have indicated that they are willing to serve, write the Superintendent of Occupational and Continuing Education, for permission to include these people on the board. Final authority for approval must rest with the Superintendent. This is done for two reasons. First, it helps to remove any reservations the Board might have that the Advisory Committee would usurp its rights and responsibilities. Second, the members will have a definite concept of their recognition in the school organization.

3. A committee member should be appointed to act as secretary before the first meeting.

Duties of the Chairman

1. A chairman should discuss plans and procedures with the principal and one or more members of the administrative staff of Occupational Orientation. These people may be included as members of the committee. Other prospective members will depend on the local leadership that is available in various career fields.

2. The chairman should prepare an agenda for each meeting. As the educator who is seeking assistance of persons experienced in career fields, it is his responsibility to state the problems for discussion and recommendation; however, the discussion must be open to include recognition and suggestions regarding strengths and weaknesses as the laymen see them. This exchange of ideas should bring creative proposals for improvements and additions to Occupational Orientation.

Duties of the Secretary

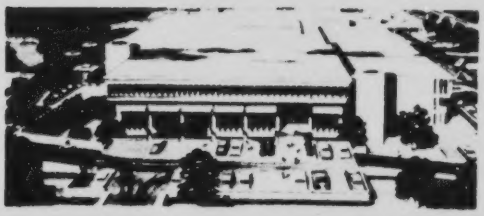
A secretary should take minutes at each meeting and send copies of these minutes to all individuals and agencies involved. A written communication is necessary to be sure there is no misunderstanding of the recommendation.

Terms of Membership

Members are usually appointed for one to three years. Provision should be made for staggered replacement so that there are always experienced members serving. Committee members should not name their successors unless requested to do so by the Chairman. There is no reason why a member cannot be reappointed for a new term if he is willing and if he has provided valuable assistance.

Houston Independent School District

3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
AREA CODE (713) 623-5011



(Samples of Letters for Resources)

The Houston schools are including Career Development as a relevant approach to subject matter. Self-analysis and needs of the business world are also included. Your help will be greatly appreciated.

In order to present current and future needs of the working world, we are asking assistance from the business, professional, and labor organizations of Houston. Your suggestions and resources can make this program realistic and meaningful.

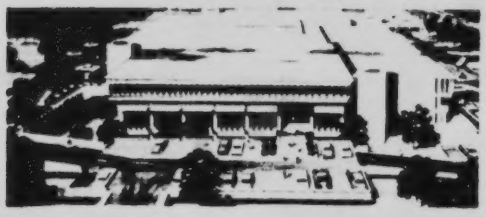
Would you please refer the enclosed materials to the proper people for distribution? If you have a speakers' bureau or other educational committees who desire more information, please do not hesitate to call us at _____ . We would be glad to come to your office for a conference or to send more materials upon request.

Thank you for your consideration. Many students will gain rewarding experiences because of the extra effort you have put forth.

Sincerely,

Houston Independent School District

3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
AREA CODE (713) 623-5011



We would like to include your name in a Resource Directory for the teachers of Occupational Orientation.

If we have your permission, please sign at the bottom of this letter.

Your help will be greatly appreciated.

Sincerely,

_____

Signature

(Sample of Enclosures for Resources)

JUNIOR HIGH OCCUPATIONAL ORIENTATION

WHO

1. Director

2. Seventh and eighth graders from all levels of ability (Class size will be 20-25 with students selected at random by counselors.)

3. Thirteen teachers with a strong desire to do relevant, creative work, at least a Bachelor's Degree, two or more years of experience outside the classroom, and willingness to acquire a vocational certificate (All teachers have an excellent record of guidance in extracurricular activities.)

4. One additional staff member in January, 1972 (Addition was the result of HISD being selected as one of the three Texas schools that qualified and received a grant consisting of three components: one for elementary evaluation (O.A.); one for junior high consultant-writer to develop a curriculum guide (O.O.); one for senior high as a follow-up of training—Placement Center. Duration of grant is 18 months.)

WHAT

A pilot project in Occupational Orientation (the junior high phase of career development) (Course is presented as an elective, a regular part of the daily schedule.)

WHEN

Beginning in the fall of 1971 (Hopefully by 1975, Occupational Orientation will be in every junior high school. Each class will be one hour long, five days a week, for a duration of one semester—18 weeks.

WHERE

Thirteen regular classrooms in Houston Independent School District (All ethnic, socio-economic areas are included.)
Schools this year are as follows:

1. Black
2. Fondren
3. Ryan
4. Patrick Henry
5. Johnston
6. Smith
7. McReynolds
8. Miller
9. Thomas
10. Edison
11. Jackson

WHY

1. To follow up Occupational Awareness (elem. program) concepts of dignity and appreciation for all work

2. To investigate constructive activities concerning self and careers

3. To find purpose for school and use of leisure time

4. To encourage community involvement

5. To disseminate information on projected needs for specific careers, qualifications, duties, advantages, and disadvantages

6. To apply self-analysis to information supplied by business, labor, and professions

7. To plan realistic future goals

HOW

I. Units and suggested time
   A. Introduction (approximately 2 weeks)
      1. Pre-test
      2. Objectives:
         a. Understanding one's self and others
         b. Bridging school work and career needs together
         c. Planning realistically
      3. Public, private, civic, and business organizations cooperating in needs of work and education
   B. Fields (approximately 4 days of each or total of 12 weeks)
      1. Business and Office Occupations
      2. Marketing and Distribution Occupations
      3. Communications and Media Occupations
      4. Construction Occupations
      5. Manufacturing Occupations
      6. Transportation Occupations
      7. Agri-Business and Natural Resource Occupations
      8. Marine Science Occupations
      9. Environmental Control Occupations
      10. Public Service Occupations
      11. Health Occupations
      12. Hospitality and Recreation Occupations
      13. Personal Services Occupations
      14. Fine Arts and Humanities Occupations
      15. Consumer and Homemaking Occupations
   C. Self-Analysis (approximately 2 weeks)
      1. Look at self.
      2. Determine strengths and weaknesses in careers that hold interest.
      3. Self-check qualities:
         a. Mental
         b. Physical
         c. Emotional
         d. Moral
   D. Follow-up and planning (approximately 2 weeks)
      1. Four year plans for high school
      2. Involvement in hobby and/or club related to careers
      3. Volunteer or part-time work
      4. Post-test
      5. Evaluation
II. Sources of Information
   A. Resource speakers
   B. Field trips
   C. Books
   D. Periodicals
   E. Audiovisual materials

F. Students' experiences
G. Creative work
   1. Art
   2. Music
   3. Drama
   4. Mechanical

III. Evaluation
A. Performance while enrolled in school
   1. Changes recorded in pre- and post-tests
   2. School attendance records of students before, during, and after their semester of Occupational Orientation
   3. Record of participation in class activities in Occupational Orientation and all other subjects (Information can be obtained from homeroom teachers or permanent records in office.)
   4. List of activities in community involvement
   5. Examples of communications with people in the world of work
   6. Students' hobbies
   7. Record of students' volunteer projects
   8. Response of community to Occupational Orientation (Refer to resource letters, speakers, study tours, provisions of transportation, audiovisual aids, and printed materials.)
   9. Analysis of individual students' descriptions of themselves before and after Occupational Orientation
   10. Application of knowledge gained in Occupational Orientation as future goals are set
   11. Record of Occupational Orientation students compiled in master sheet for the next ten years
      a. School records copied until graduation or drop out
      b. At the student's termination of school, an Occupational Orientation Follow Up form (see Evaluation Unit—Part Four) will be sent annually to the last known address of each student.

(Sample Form for Volunteer Service)

STUDENT VOCATIONAL INFORMATION

Occupations, careers, work—constructive and optimistic attitudes and desire to succeed—are the core of a new, unique, and outstanding program for junior high school students in the Houston Independent School District.

The course is designed to help students—

Appraise their own capabilities for specific jobs

Study and investigate an unlimited number of occupations and careers

Become more capable in making career decisions

Develop positive attitudes toward the worth and dignity of work as an integral part of a full and rewarding life

The course is offered in selected junior high schools by a group of dedicated teachers. They are building the curriculum from scratch, learning from experience and from each other.

On the reverse of this insert is a brief statement of what the teachers and administrators need in the course.

We strongly urge you to respond to this request. This service to our community will, without undue call on your time and resources, provide you a rewarding and constructive experience. Volunteer for this service by filling out the form printed below and forwarding it to Occupational Orientation, Level 4, South.

Your help will make this program a success.

*The reverse for this form is on the following page.

SCHOOLS SEEK COMMUNITY INVOLVEMENT

Occupational Orientation is a new approach in education. Its purpose is to focus students' attention on today's needs in the world of work.

Through the assistance of the Rotary Club and many other private and public establishments, students are getting a realistic picture of the real purpose of school and constructive use of leisure time.

Occupational Orientation is a junior high school elective offered to students from all levels of ability, all socio-economic brackets, and all ethnic groups. Duration of the class is an hour per day, five days a week, for one semester (18 weeks).

A group of dedicated teachers plan these activities with the help of leaders from all walks of life in business and professional careers. The relation of subject matter to jobs and the business world's willingness to get involved have given the students an example of empathy and concern.

Hopefully, solutions to the dropout rate, the disinterested pupils, and the temptation of narcotics can be greatly curtailed when students see a world who cares and a real purpose in what they are learning.

The course is designed to help students with:

1. A self-analysis of strong points.
2. An investigation into an unlimited number of careers.
3. A positive attitude toward self and all workers.
4. A purpose in planning use of school and leisure time.
5. An awareness of changes in economic and job requirements.

Occupational Orientation has been a successful pilot project for the past nine months. Plans are now being made to expand the number of classes next year in order to give more students a rewarding learning experience. More resource people are requested for this urgent need. Please volunteer for this service by filling out the attached form.

Your help is greatly appreciated.

Attachment

JOB DESCRIPTION

Since I cannot visit class, I will be happy to send the following information to you.

The purpose of my work is _____

My company is _____

My title or position is _____

Entry level requirements are:

education _____

experience _____

physical traits _____

Other ways of preparing myself for this work are:

organizations _____

hobbies _____

volunteer work _____

Today's salary range is from about _____ to _____

In order to get promoted, the requirements are _____

_____

The advantages of my work are _____

_____

The disadvantages of my work are _____

_____

Future opportunities in this career field may be in _____

_____

An organization, place, or title of employee to contact when you are eligible for this work _____

_____

REQUEST FOR CAREER CONTESTS, AWARDS, SPONSORS, AND SUPPLIES

If you are able to provide scholarships or awards for outstanding work, please give us the qualifications necessary for consideration.

We would also appreciate any contests on careers you might sponsor. These contests might be in speech tournaments, drafting, essay writing, sewing, art, models, music, inventions, flower arrangements, math, or any other area you suggest.

If you have resources to back students on field trips, attending particular films, lectures, programs or other activities, please let us know.

The students will also gain a great deal of experience from use of discarded objects that may assist in bulletin-board display, decorations, hobbies, or teaching aids.

Your "Left overs" might serve a great need in one or more of our fifteen career fields: communications, transportation, marketing, business, public service, environmental control, fine arts, humanities, recreation, personal service, health, consumer.

SOURCES OF FREE MATERIALS ON LOCAL CAREERS

Research can be done rapidly and efficiently when sources of organized listings of free materials are available. Many cities provide this service through newspapers, colleges, banks, utility companies, business, civic, professional, labor, and youth organizations. The State Employment Commission and public officials are also excellent sources.

Key barometers to the present and future growth of the local areas are basic factors for all materials to be presented in Occupational Orientation.

Examples of organizations and individuals assisting the Houston O. O. program are listed in a directory for each teacher. The resource assistance is placed in categories according to the subject that will be covered. There is a directory for introduction, one directory for each of the fifteen career fields, and one for follow up and planning.

FILMS

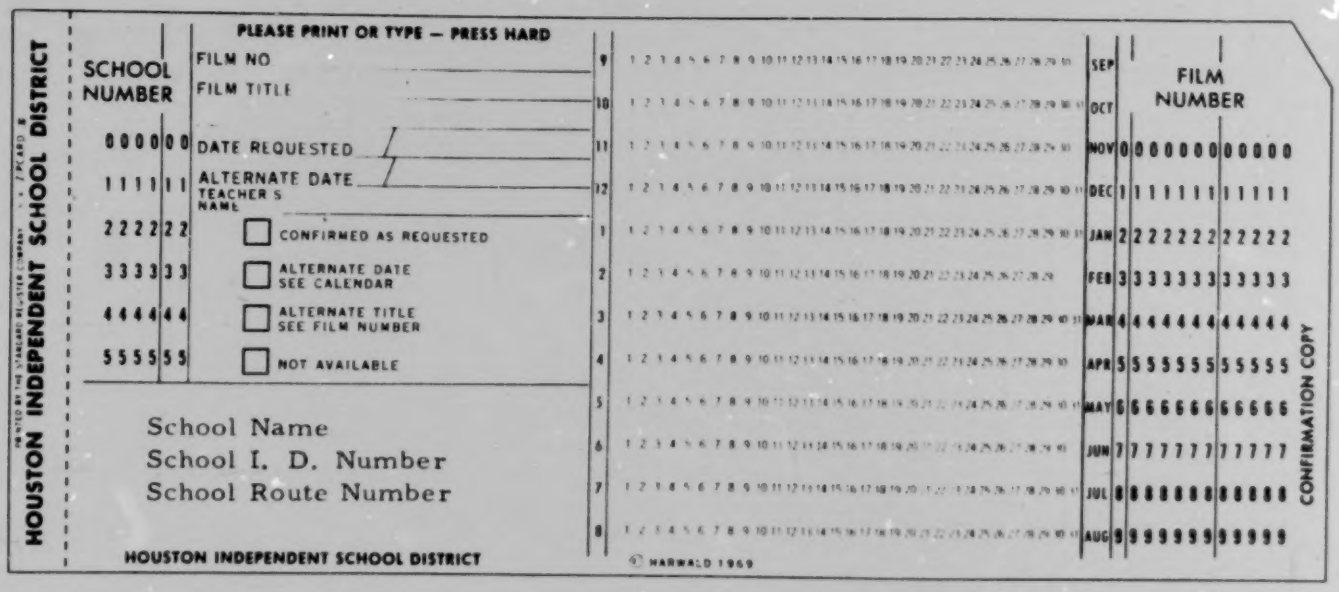
Check with the school librarian for a list of audiovisual materials that are available. Order as early as possible. If a long range lesson plan is made before the semester begins, the films can be ordered for specific dates that probably can be filled without substitutions.

Many private companies go together and pool their monies for free movies that may be borrowed by the schools. Use the yellow pages of the phone book to help locate films from private enterprise.

A sample of the order form for Houston teachers to borrow audiovisuals follows. These forms can be obtained in the school library. Each Houston teacher has a directory of films listed in the proper category for each career field.

HOW TO ORDER MATERIALS

1. To order 16 mm films from the Audiovisual Center, fill out one set (4 cards) of the request form shown below (Complete only Film No., Film Title, Date or Dates Requested, Alternate Date or Dates, and Teacher's Name):


HOUSTON INDEPENDENT SCHOOL DISTRICT

PLEASE PRINT OR TYPE — PRESS HARD

SCHOOL NUMBER

0000 00
1111 11
2222 22
3333 33
4444 44
5555 55

FILM NO
FILM TITLE
DATE REQUESTED
ALTERNATE DATE
TEACHER'S NAME

☐ CONFIRMED AS REQUESTED
☐ ALTERNATE DATE SEE CALENDAR
☐ ALTERNATE TITLE SEE FILM NUMBER
☐ NOT AVAILABLE

School Name
School I. D. Number
School Route Number

HOUSTON INDEPENDENT SCHOOL DISTRICT

© HARWALD 1969

SEP OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG

FILM NUMBER

CONFIRMATION COPY

2. Make sure all copies of the request form are legible. Use typewriter or ballpoint pen.

3. Make a separate order for each item of material desired.

4. Do not mutilate or bend request forms. Any excess writing or bending will not permit the machine to process your request.

5. Give the exact film number and title when ordering.

6. Give each completed request form to your coordinator to be sent to the Audiovisual Center. The coordinator will retain the SCHOOL COPY until the CONFIRMATION COPY is returned by the Audiovisual Center.

7. Allow two (2) weeks for processing your order and return of the CONFIRMATION COPY.

8. Do not keep the film beyond the time indicated except when you have been given confirmed permission to do so by the Audiovisual Center.

9. A FILM EVALUATION CARD will be included in the film can on the back of the SHIPPING-EVALUATION COPY. Fill out carefully, for it constitutes an important part of the Center's report at the end of the year. Number of showings means the number of times the film went through the projector. If shown twice to the same class, it is two showings. Individual teachers should complete the card, and the principal or person designated by the principal should make sure the FILM EVALUATION CARD is returned in the film can.

10. Requests cannot be given by telephone except in an emergency. Then only the coordinator or the principal may make the request.

QUOTATIONS ABOUT WORK

(Put one or more quotations on the chalkboard each day and have the students copy in their notebooks. Discussion could follow.)

To the student:

Each of us needs in his treasury a quotation or two that give strength and purpose to life. It is hoped that this collection will have meaningful thoughts for you as you go on the journey of life.

It is refreshing to find youth so understanding and willing to make a contribution to society; therefore I felt you have the maturity to understand these thoughts and pass them on to others.

SLIPSHOD METHODS—Do your best, not because your work is worth it, but because you are. Whatever you are doing, you are making manhood. Halfhearted work makes only half a man. Slipshod methods mean loose principles. The only way to keep character up to the standard is by continually living up to the highest standard in all that you do.

---Weekly

WORKINGMAN—Jesus Christ was a workingman. His hands were fitted to labor as his voice was fitted to music. He entered into the condition of the great majority of mankind and became one of them in the fellowship of toil and from that time it has been hard for a man to get into better company than that of working people.

---Hall

WHO AM I?

I am the foundation of ALL prosperity—national and personal. I am the fount from which all blessings flow. Everything that is of value in this world springs from me. I am the salt that gives life its savor.

I am the sole support of the poor, and the rich who think they can do without me, live futile lives, and very often fill premature graves.

I have made America. I have built her matchless industries, laid her incomparable railroads and highways, created her cities, built her great bridges and skyscrapers.

I am the friend of every worthy youth. If he makes my acquaintance while he is young, and keeps me by his side throughout his life, I can do more for him than the richest parental inheritance.

I keep bodies lean and fit, minds alert, and when neglected, both bodies and minds grow fat and sluggish. I am even the parent of genius itself.

I am represented in every publication that flies from the press, in every loaf of bread that springs from the oven.

Fools hate me, wise men love me. The man who shirks me and scorns my aid never lives, NEVER REALLY LIVES, even though he may continue to breathe.

WHO AM I? WHAT AM I? MY NAME IS W O R K!

ENTHUSIASM—makes men strong. It wakes them up, brings out their latent powers, keeps up incessant action, impels to tasks requiring strength; and these develop it. Many are born to be giants, yet few grow above common man, from lack of enthusiasm.

FRAMEWORK

"God intends no man to live in this world without working; but it seems to me no less evident that he intends every man to be happy in his work."

Ruskin

***

"Every noble work is at first impossible."

Carlyle

***

"The surest way not to fail is to determine to succeed."

Sheridan

***

WORTH

It is not what the world gives me
In honor, praise or gold;
It is what I do give the world,
So others do unfold.

If by my work through life I can
Another soul unfold,
Then I have done what cannot be
Made good, by praise or gold.

Wolfe

***

FAILURE—The men who try to do something and fail are infinitely better than those who try to do nothing and succeed.

Lloyd Jones

***

SECOND CHANCES—We all have to learn, in one way or another, that neither men nor boys get second chances in this world. We all get new chances in this world. We all get new chances till the end of our lives, but not second chances in the same set of circumstances; and the great differene between one person and another is how he takes hold of and uses his first chance, and how he takes his fall, if it is scored against him.

Hughes

DEPENDENCE—We can't play along in the game of life. We're dependent, my friend, on others; we cannot "get by" in the struggle and strife, except for the help of our brothers! Whatever we plan, or whatever we do, whatever we give of our best, is meant to include all our fellow men,too, and add to the joy of the rest.

***

REWARD—Service to a just cause rewards the worker with more real happiness and satisfaction than any other venture of life.

Carrie Chapman Catt

***

DOING—Whatever your hands find to do, that do with all the might that is in you. That is the lesson of all experience. Face every task with a determination to conquer you. No task is too small to be done well. For the man who is worthy, who is fit to perform the deeds of the world, even the greatest, sooner or later the opportunity to do them will come. He can abide his time, can rest-"safe in himself as in fate."

B. W. Goethals

***

TRUE GREATNESS—Johnson well says, "He who waits to do a great deal of good at once will never do anything." Life is made up of little things. It is very rarely that an occasion is offered for doing a great deal at once. True greatness consists in being great in little things.

C. Simmons

***

WANTED—Men,
Not systems fit and wise,
Not faiths with rigid eyes,
Not wealth in mountain piles,
Not power with gracious smiles,
Not even the potent pen-
WANTED: Men.

Anonymous

***

LASTING SATISFACTION—There is no truer and more abiding happiness than the knowledge that one is free to go on doing, day after day, the best work one can do, in the kind one likes best, and that this work is absorbed by a steady market and thus supports one's own life. Perfect freedom is reserved for the man who lives by his own work and in that work does what he wants to do.

Collingswood

***

A MAN is a worker. If he is not that he is nothing.

Conrad

***

PAY ENVELOPE—Folks who never do any more than they get paid for, never get paid for any more than they do.

Hubbard

***

I BELIEVE in work, hard work and long hours of work. Men do not break down from overwork, but from worry and dissipation.

Hughes

***

NO HOPE—In idleness there is perpetual despair.

Carlyle

***

VITAL FUNCTION—Work is as much a necessity to man as eating and sleeping. . . . Even those who do nothing that can be called work still imagine that they are doing something. . . . The world has not a man who is an idler in his own eyes.

Humboldt

***

WORK

Let me do my work from day to day,
  In field or forest, at the desk or loom,
  In roaring market-place or tranquil room;
Let me but find it in my heart to say
When vagrant wishes beckon me astray:
  "This is my work; my blessing, not my doom;
  Of all who live, I am the one by whom
  This work can best be done in the right way."

Then shall I see it not too great, too small,
  To suit my spirit and to prove my powers;
  Then shall I cheerful greet the laboring hours,
And cheerful turn when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best,

Duke

***

THE CURE—The most unhappy of all men is the man who cannot tell what he is going to do, that has got no work cut out for him in the world, and does not go into any. For work is the grand cure of all the maladies and miseries that ever beset mankind—honest work which you intend getting done.

Carlyle

***

GREASING THE SKIDS—They that do nothing are in the readiest way to do that which is worse than nothing.

Zimmermann

***

THE PLAN IS DIVINE—The moment a man can really do his work, he becomes speechless about it; all words are idle to him; all theories. Does a bird need to theorize about building its nest, or boast of it when built? All good work is essentially done that way; without hesitation; without difficulty; without boasting.

Ruskin

***

BUDGETING—The more business a man has to do, the more he is able to accomplish, for he learns to economize his time.

Hale

CAREER DEVELOPMENT SPEECH
FOR
OAK FOREST CIVIC CLUB — August 14, 1972
by Mary Elizabeth Schell

Career Education is an exciting new development that ties into the present and future needs of the world of work. We have talked long and loud about the 3 R's, but they have no meaning unless we tie in the 4th R-relevance. The business and professional world, as well as our students, are asking:

Why is this course necessary?
Is this training really going to prepare me for a particular need in industry? in a profession? or in business?
Can I satisfy my employer and myself with the services or products I can produce?

There is no doubt that our system of general education in the United States has made a great contribution to the development of this nation, but there is also no doubt that the system is not keeping up with tremendous changes that are taking place in terms of social and economic needs. To meet these needs, we must direct our efforts to specific training that fits the God-given talents and interests of the individual student. The guide for our changes will come from you. We need the cooperation and leadership from all facets of work in our community and in our nation.

As we have begun moving in the direction of Career Development, we already have found an overwhelming acceptance on the part of students and community leaders. Enthusiasm has become contagious.

Science has done some research on the dinosaur and other pre-historic animals. They wondered why these huge animals with excellent protective methods should die out. The answer was found in a small nervous system that could not receive and register the changes that came in the environment; therefore, they could not adjust to the changes. As a result, the huge dinosaur is no more.

Education has now reached this period of adjusting to a changing world. We need to relate education to the environment and to the experiences in child development. If there is a real reason to learn, most children will want to learn. All of our children must be prepared for success — not tested and screened until they feel left out. We must find what children *can* do, not what they cannot do. Culture, pride, teamwork, patriotism—all these beautiful terms grow out of the work of people.

Dr. Sidney Marland, U. S. Commissioner of Education, is the first educator who not only spoke of the need for individual recognition in a race for economic survival, but also was instrumental in setting up pilot programs to prove that these ideas could work. Words are empty until action and money follow. Dr. Marland was able to carry through (one pilot project is at Black Junior High School). In a number of cities and towns throughout the United States, the total concept of Career Education is becoming an integral part of all subject matter, all clubs and extra curricular activities. No longer are our restless students willing to sit on the side line as spectators chanting canned words that were pumped into them. They want and deserve to become a part of the action; so from the cradle to the grave, many courses have been designed and more are being planned to meet the needs of active involvement at all ages.

Two years ago the elementary portion of Career Development began in Houston. It is called Occupational Awareness. From kindergarten through the sixth grade, students are given career hats, shown films, and encouraged to read stories that show the need and dignity of all workers. Through art, music, and other studies, the emphasis is placed on the role of the *human being* rather than on the *products* they make. Finding purpose, pride, positive attitudes, and respect for all workers—these are the goals of elementary education, and they continue through the entire working life of the individual.

As Career Development enters the junior high school phase of education, it is called Occupational Orientation. At this time, seventh or eighth graders spend one semester investigating 15 career fields. These fields are—

Communication and Media
Transportation
Health
Marketing and Distribution
Business and Office
Construction
Manufacturing
Agri-Business and Natural Resources
Marine Science
Environmental Control
Public Services
Fine Arts and Humanities
Hospitality and Recreation
Consumer and Homemaking
Personal Services.

The junior high school students are given an opportunity to know job descriptions— entry level requirements, training needed for advancement, and extra curricular activities that will tie in with the job training. Useful hobbies and volunteer work are encouraged. Students learn about people and places in each of the 15 job fields. They also learn about their responsibilities and the salary range as well as fringe benefits. Moreover, junior high school students are given an opportunity to know advantages and disadvantages of the job.

A study is made of present and future job opportunities as they tie in with local, national, and international economy. All of this investigation is focused into a self-analysis that emphasizes the strong rather than the weak, the positive rather than the negative, within each individual. As Lucy says in the "Peanut" comic strip, "You've got to like yourself, Charlie Brown," so we try to help our students like themselves as they plan realistically for four years of high school to be followed by college, on-the-job-training, technical courses, or to whatever area the students' talents and interest may turn in answering society's predicted needs.

The junior high school age, as you know, is a time of great physical growth, of restlessness, and a tremendous desire for acceptance. We can no longer allow the junior high school student to be lost somewhere between Oh! Oh! Oh! See Jane run! and a Harvard type science course. Almost everything has been based on college preparatory courses and yet the economists tell us that by 1975 only five percent (5%) of the people will be needed for unskilled jobs. Most colleges are not teaching skills and many degreed people are unemployed. The growth rate of real output in our economy is still based on people—not on machines; therefore, self-analysis, investigation, and involvement in career fields are our goals for junior high school students.

At the senior high school level, students are encouraged to follow through one or more of several routes—college preparatory, technical skills, or semi-skills. Pursuing an occupational route does not stop a person from attending college should he later decide to do so. In fact, as I talk with highly professional leaders, many of them have skill training as well as a broad academic background. These combinations bring great leaders who possess empathy.

Post secondary courses for pre-professionals, skill development, and remedial training are also included in the new courses in the Houston schools. As you probably know, the enrollment in the Houston Community College is already up to 20,000. School dropouts as well as highly professional leaders are taking advantage of acquiring or upgrading skills for jobs or hobbies.

Special occupational needs are being provided to prepare the physically, mentally, or economically handicapped people of this District. Our goal is to prepare *all* people to gain employment.

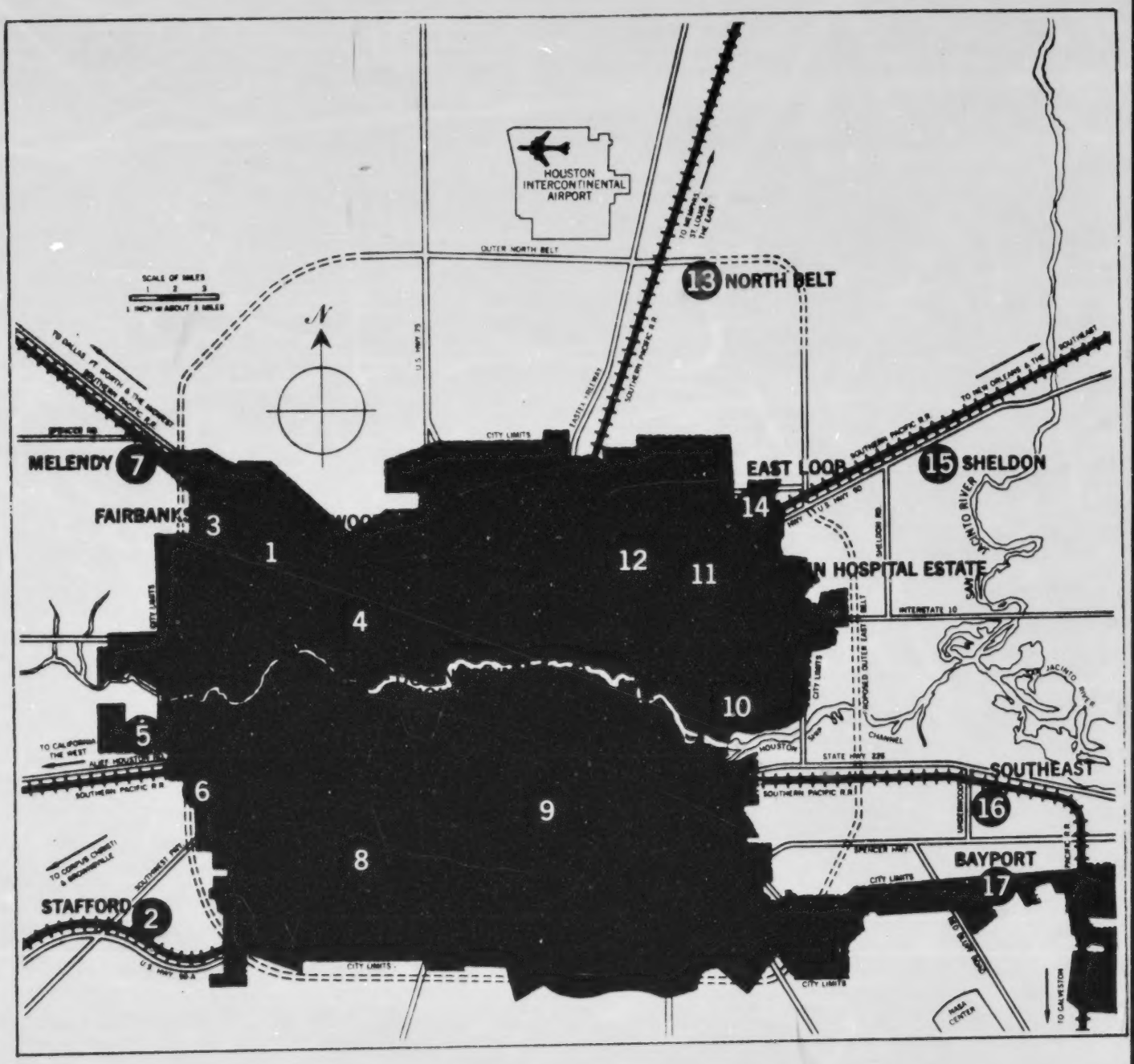
Dr. Kenneth Hoyt, Professor of Education at the University of Maryland, summarized Career Education when he said, "Career Education means guaranteeing students a wide choice of careers, educating them to make wise decisions, and leaving them absolutely free to choose."

We turn to you for guidelines of your needs in the working world. As active participants in civic, professional, business, or industrial groups, we urge that you join hands with educators. Help us present a curriculum that is meaningful, realistic, and needed. Your suggestions, visits, and cooperation will be welcomed.

To be more specific, I have Resource Assistance sheets to distribute at this time. The business world has changed with the tempo of the nation. We in the educational field can do it, too, with your assistance. If time permits, I will try to answer questions. If there is no more time, I will remain here after the meeting.

Thank you for your time and consideration.

KNOW YOUR CITY...



HOUSTON

*HISTORY**

Houston, founded August 30, 1836, by J. K. and A. C. Allen, was named for General Sam Houston, commander of the Texas army which won independence from Mexico and first president of the Republic of Texas. Houston was one of the early capitals of the new republic. The first railroad in Texas operated out of Houston. One of the first newspapers in Texas was published by Gail Borden of Harrisburg, now part of Houston. The Battle of San Jacinto, where Texas won her independence, was fought nearby on April 21, 1836. Oil was discovered in Southeast Texas at Spindletop in 1901. The Port of Houston became a reality as a deep water port with the arrival of the first ocean-going ship, the S. S. Satilla, in 1915.

*From *Industrial Data*, Houston Lighting and Power Company, Area Development Division.

Community Data

GOVERNMENT

Houston has a mayor-council form of government, with the mayor and the eight councilmen (five district councilmen and three councilmen-at-large) serving as the legislative body. These nine officials and the city controller are elected to two-year terms which run concurrently. A county judge and four commissioners perform the principal administrative and legislative functions for Harris County; they serve four-year terms.

ELECTRIC POWER

Electric power for Houston and the surrounding 5600 square mile section of the central Gulf Coast area of Texas is served by the Houston Lighting & Power Company, an investor-owned Texas utility, whose main office is located in Houston. Present generating capacity of its ten plants is 6.3 million kilowatts, which is projected through completion of additional units now under construction and on order, to increase to more than 8.3 million kilowatts.

For detailed information concerning rate schedules, request a copy of the *Electric Power Handbook*.

NATURAL GAS

There are two natural gas (franchised) utilities serving the Houston area -- United Gas Corporation and Houston Natural Gas Corporation. In addition to the aforementioned companies, there are approximately 19 pipe line companies active in the area for industrial supplies.

TELEGRAPH SERVICE

Western Union Telegraph Company serves the area.

TELEPHONE SERVICE

Houston is served by the Southwestern Bell Telephone Company.

WATER

Houston obtains its municipal and industrial water from both underground and surface sources. Houston is located atop one of the nation's great underground water reservoirs. A study shows that water now in storage in the Houston zone will support a withdrawal rate of 600 million gallons daily for 250 years.

A dam on the San Jacinto River forms Lake Houston, which supplies the city with 150 million gallons per day. Lake Livingston, on the Trinity River, provides 1.2 billion gallons per day. This project with distribution facilities will meet Houston's 9-county industrial water needs well into the next century. The Wallisville salt water barrier on the Trinity River is under construction. The City of Houston also plans construction of another dam on the San Jacinto River (near Conroe) to supply an additional 80 mgd.

FIRE PROTECTION

The Houston Fire Department has a staff of 1,938 employees with 66 fire stations.

POLICE PROTECTION

The Houston Police Department has a staff of 1,874 employees with one central and five precinct police stations.

BANKING FACILITIES

Harris County had 109 banks as of December 31, 1970, with total resources of $6,993,000 and debits to individual accounts, $78,881,337,870.

In the Houston Standard Metropolitan Statistical Area, there were 141 banks as of December 31, 1970, with total resources of $7,346,800,000 and total deposits of $6,291,126,000.

	Resources	Deposits
Brazoria	$ 163,994,000	$ 147,537,000
Fort Bend	63,164,000	56,884,000
Harris	6,993,037,000	5,972,963,000
Liberty	62,047,000	55,884,000
Montgomery	64,558,000	57,768,000
TOTAL	$7,346,800,000	$6,291,126,000

HOUSING

According to the 1970 Census of Population, approximately 427,791 housing units exist in the City of Houston. During the past four years (1967 - 1970), the city of Houston has averaged more than 16,000 new residential electrical connections per year, and the Houston-Gulf Coast has averaged 28,000 new residential electrical connections per year. Of these 28,000 new residential electrical connections, 43% are single family units.

HOTELS AND MOTELS

There are 20,500 first-class hotel and motel rooms in Houston. Expansion of these facilities is currently proceeding at an average annual rate of approximately 1,500 new rooms per year.

CLUBS AND ORGANIZATIONS

There are 39 scientific and technical societies with Houston chapters and there are 218 business, professional, and trade organizations.

CHURCHES

Nearly every major religion is represented among the 1,200 churches served by 1,500 pastors, priests, and rabbis. New-church construction averages $10 million annually.

SCHOOLS

In Texas, the administration of public schools is conducted by independent school districts which are self-governing, taxing jurisdictions. Each district has a Board of School Trustees normally composed of seven members elected to serve a 3-6 year term. The Board appoints a Superintendent for a 3 or 5 year term, with renewal provision, and charges him with the effective administration for all secondary and primary education within the district.

Twenty-two such Independent School Districts serve Harris County in the field of Public Primary and Secondary Education with a total enrollment of 430,870 for the 1970-1971 academic year. There is a total of 466 public schools in Harris County comprised of 307 primary schools and 139 secondary schools. The twenty-two districts currently have new construction amounting to $54 million to keep pace with the rapidly increasing school enrollment of Harris County. Even though the enrollemtn has been rapidly increasing, the school districts have all continued to maintain a student-teacher ratio of under 30:1.

There are also 154 private and parochial schools offering primary and secondary education in Harris County. These 154 institutions include 3 special education schools, 67 nurseries and kindergartens, 24 elementary (grades 1-6) schools, 50 intermediate (grades 1-8) schools, 9 junior high schools and 11 senior high schools. Of the 11 senior high schools, 8 are Catholic, 1 Lutheran and 2 nondenominational.

COLLEGES & UNIVERSITIES

Houston, a university center, has more than 56,985 students in the 22 colleges and universities located in Harris County.

Baylor University College of Medicine and Graduate Schools (495)

Graduate School of Biomedical Sciences (114)

Gulf Coast Bible College (303)

Houston Baptist College (1,142)

Institute of Religion (40)

Lee Junior College of Baytown (4,065)

Rice University (3,121)

Dominican College (400)

St. Mary's Seminary (85)

San Jacinto Junior College of Pasadena (7,137)

Southern Bible College (238)

South Texas Junior College (4,397)

South Texas Law College (725)

Texas Bible College (195)

Texas Chiropractic College (90)

Texas Southern University (5,485)

Texas Women's University College of Nursing (425)

University of Houston (25,582)

University of St. Thomas (1,318)

University of Texas Division of Continuing Medical Education (936)

University of Texas Dental Branch (547)

University of Texas M. D. Anderson Hospital & Tumor Institute (145)

Houston also has many business, technical and trade schools.

MEDICAL FACILITIES

Fifty-Three hospitals give Houston a capacity of more than 10,139 beds. The largest hospital is the Veteran's Administration Hospital with 1,320 beds. In addition to hospitals, numerous clinical and convalescent homes are available.

In 1946, the Medical Center plan was authorized. The Texas Medical Center was conceived as a means of coordinating health-education, health-research, and patient-care as a health team. More than 20 buildings now occupy 165 acres. The 22 institutes and 11 supported organizations have made the Texas Medical Center world famous. Major units include:

Baylor University College of Medicine
Ben Taub General Hospital
Blue Bird Circle Children's Clinic for Neurological Disorders
City of Houston Department of Public Health
Hermann Hospital
Houston Academy of Medicine
Houston Speech & Hearing Center
Institute of Ophthalmology, The
Institute of Religion
Junior League Diagnostic Clinic
Methodist Hospital
Shriner's Hospital for Crippled Children
St. Luke's Episcopal Hospital
Texas Heart Institute
Texas Children's Hospital
Texas Institute of Child Psychiatry
Texas Institute for Rehabilitation & Research
Texas Medical Center, Inc.
Texas Medical Center Library
Texas Research Institute of Mental Sciences
Texas Women's University College of Nursing
University of Texas Institute of Dental Science
University of Texas M. D. Anderson Hospital & Tumor Institute

University of Texas Dental Branch

University of Texas Post Graduate School of Biomedical Sciences

University of Texas School of Public Health

University of Texas Division of Continuing Medical Education

Combined total value of Medical Center buildings completed, under construction, or planned exceeds $192 million. More than 14,500 are employed in the Medical Center; the total annual budget exceeds $144 million.

DOCTORS

In Harris County, there are approximately 2,400 physicians and surgeons, and 800 dentists.

NEWSPAPERS

Listed below are the daily newspapers published in Harris County.

Baytown Sun, (Baytown), afternoon (except Saturday) and Sunday editions

Houston Chronicle, (Chronicle Building), afternoon and Sunday editions

Houston Post, (4747, Southwest Freeway) morning and Sunday editions

The News Citizen (Pasadena), afternoon and Sunday editions

RADIO AND TELEVISION

RADIO STATIONS

There are 14 AM and 14 FM radio stations serving the Houston area.

TELEVISION

Five television stations, representing all major networks, serve Houston.

MANNED SPACECRAFT CENTER

The Manned Spacecraft Center, 22 miles from the heart of Houston near Clear Lake, manages the development of manned spacecraft, trains astronauts, tests equipment, and plans as well as controls manned flights exploring space. Project Apollo has made manned lunar landings.

The National Aeronautics & Space Administration started construction in April, 1962, on the now-$200 million MSC complex to design, develop evaluate, and test spacecraft, as well as to train astronauts. Manned space flights, launched from Cape Kennedy, are controlled from Houston.

The 1,620-acre MSC complex at Clear Lake employs approximately 4,120 employees and 7,000 support-contractor, personnel.

With the Manned Spacecraft Center making Houston the headquarters for this nation's space exploration, this city moves forward toward becoming one of the world's major research centers.

NATURAL RESOURCES

The Houston region has extraordinary supplies of oil, gas, salt, sulpher, lime, timber, industrial soil, sea water and fresh water -- plus substantial amounts of other resources. Oil and gas furnish hydrocarbon compounds for refineries and chemical-petrochemical industries. Forest products support lumbering, plywood production, furniture fabrication, and paper milling. Salt recovery is in the form of rock salt and evaporated salt. Nearly 60% of the U. S. total sulpher supply is produced along the Houston-Gulf Coast. Lime comes from oystershell and limestone. Magnesium is extracted from Gulf waters at Freeport. A Texas Gulf Coast pilot plant is experimenting with desalination of sea water. The Bureau of Mines reported $695,269,000 in value of mineral production in the Houston area in 1968. This was 12.6% of the Texas total.

AGRICULTURE AND LIVESTOCK

Houston, county seat of Harris county, lies near the center of the Coastal Prairie -- an area including 13 counties with a generally flat topography and fertile soil. This region, with less than 5% of the land area of Texas, receives approximately 7% of the state's farm cash income. Rice, grain sorghum and cattle are highly important in the farm picture of the area. The 13 counties of this region produce about 86% of the state's rice and nearly 30% of the nation's total production.

Emphasis is being placed upon marketing and distribution of agricultural products, soil conservation, forage crop production, and breeding, feeding and care of all classes of livestock. More than 50% of the export tonnage of the Port of Houston is agricultural commodities.

Harris County ranks third in cattle inventory in Texas. Houston is taking the lead in formulating an outstanding program for the development of agricultural and livestock production in the Coastal Prairie region.

RESEARCH AND DEVELOPMENT

In number of scientists, the Houston SMSA (five counties) ranks ninth among the nation's greatest science centers, according to the National Science Foundation's 1968 biennial census of scientists. The Houston region's increase of 46.1% in the number of scientist over the 1966 report, is the highest rate of increase among the ten leading metropolitan areas. Surveys by the Science Committee of the Houston Chamber of Commerce show a total of 4,020 scientists and 3,866 technologists involved in $154,619,814 in industrial research for 1969. This is a 162.8% increase in two years.

OCEANOGRAPHY

Approximately 33 offshore oil operators have offices in Houston and, of these, 13 have their headquarters here. More than 20 offshore contractors maintain offices here with 17 of these maintaining their executive offices and/or operating headquarters in Houston. More than 250 Houston firms are active in underwater activities in the Gulf and in expanding offshore markets around the world in underwater wellhead and well-completion equipment, design and manufacture of instrumentation, corrosion control, underwater pipeline, mining of bromine and magnesium from sea water, salt-water conversion, medical aspects of deep-sea activity, and biological studies of marine life.

The Gulf Universities Research Corporation is a group of Gulf Coast institutions, including the University of Houston and Rice University, conducting research in the Gulf and training graduate-level people in oceanographic disciplines.

The American Society for Oceanography, developing a broad support for oceanographic expansions, was founded in Houston in 1965 and is headquartered in Houston.

MANUFACTURING

As of December, 1970, approximately 2,635 manufacturing establishments in Metropolitan Houston employed 144,400 wage earners.

PETROLEUM REFINNING: The Houston area is a major petroleum refining complex and ranks first in total value added by petroleum manufacturing. Petroleum refining in Houston and the Texas Gulf Coast area amounts to an operating capacity of 2,438,000 barrels per day, which is 86% of the Texas total and 22.5% of the U. S. operating capacity.

CHEMICAL INDUSTRIES: During the past 19 years, the Texas Gulf Coast area has exceeded all other sections of the country in chemical development. The Houston Gulf Coast area is the world's petroleum refining capital, and center of the nation's greatest concentration of petrochemical and chemical industries.

At least 40% of every basic petrochemical produced in the U. S. comes from Houston and for some products such as synthetic rubber, this region produces as much as 80%. Abundance of resources, and the access to national and international markets via water transportation are principal factors in the growth of the Gulf Coast chemical industry.

THE SPAGHETTI BOWL -- A continuously expanding complex of more than 1,200 miles of product pipelines which connect over 100 chemical plants, refineries, salt domes, and gasoline processing plants -- gives the Houston area a unique economic advantage through the convenient and low-cost transfer of feedstocks, fuel and chemical products between plants.

METALS INDUSTRIES: Gulf Coast metals industries manufacture an impressive range of products, from basic production to a variety of fabricated products and specialty metals and products. The industry, directly auxiliary to such other regional industries as petroleum and chemicals, reports aggregate sales of more than $700 million per year. Major new basic-production facilities are under construction by Armco Steel Corporation and the United States Steel Corporation's Texas Works in Baytown is now in operation.

MARKETING

Houston's distribution channels move the raw materials, equipment and supplies required by Gulf Coast area manufacturers. In turn, the finished goods produced by these manufacturers are moved by Houston marketers to industrial users or to distributors for resale.

Houston is the top-ranking industrial marketing center in the Southwest, and other phases of this city's wholesale distributing facilities have expanded rapidly in scope of service and variety of inventory. Houston also leads the South in retail sales volume.

BASIC FACTORS CONTRIBUTING TO HOUSTON'S MARKETING PROGRESS:

1. Water rates and water-compelled rates on freight shipments are available only to Houston among the Southwest's four major distributing centers.

2. Manufacturing expansion along the Texas Gulf Coast provides unusually favorable opportunities for Houston-based distributors.

3. Texas population-density center is shifting southward to the industrialized Gulf Coast region, enhancing marketing opportunities for near-at-hand facilities in Houston.

CULTURAL AND ENTERAINMENT FACILITIES

PRINCIPAL POINTS OF INTEREST: Port of Houston and Houston Ship Channel, Manned Spacecraft Center, Harris County Domed Stadium, Astroworld, next to Domed Stadium, 56-acre family amusement and entertainment park,

William P. Hobby Airport; San Jacinto Battleground, with the world's tallest monument-museum and the Battleship Texas; Texas Medical Center; Lake Houston; City Hall; Rice University; University of Houston; Music Hall; Coliseum and Convention Center; Museum of Fine Arts; Contemporary Arts Museum; Museum of Natural Science; Municipal Library; Sam Houston Park with Heritage Society-restored early Houston homes; Jesse H. Jones Hall for Performing Arts; Alley Theatre building; Allen's Landing Park; Old Market Square; Mecom Fountain; Cullen Center plaza and fountains; downtown pedestrian tunnels; World Trade Center; Burke Baker Planetarium; Zoological Gardens; Busch Gardens; Sea-Arama Marineworld and Bishop's Palace in Galveston; Westbury Square; Post Oak-Westheimer Shopping Complex; and other points of interest including oil fields, petroleum refineries, chemical plants, industrial tours, churches, beautiful residential sections, and bayshore resorts. (For a list of parks, see "Parks and Other Recreational Facilities.")

JONES HALL: This temple of the arts occupies ground hallowed by the performances of Caruso, Pavlova, Paderewski, Heifetz, Madame Schumann-Heink, Maude Adams, Will Rogers and other immortals of the entertainment world. Named in memory of the late Jesse H. Jones and designed to be one of the finest facilities for the performing arts in America, the hall is the gift to the city by Houston Endowment, Inc. Its 1966 opening continues a tradition of cultural presentations on the downtown site begun in 1910, when the city constructed the old City Auditorium there.

MUSIC: Founded in 1913, the Houston Symphony Society maintaines a nationally acclaimed orchestra of 90 musicians which presents a full season of subscription concerts in Jones Hall, free open-air concerts during the summer in Hermann Park, and other concerts on tour. Symphony musicians provide accompaniment for opera, dance and other special presentations and are active in local musical education and chamber music endeavors.

Other major musical ensembles and organizations include the Houston Grand Opera Association, Houston Chorale, Houston All-City (school) Symphony, Houston Youth Symphony, Houston Municipal Band, Gilbert & Sullivan Society Concert Choral Society of Houston, Music Guild, Tuesday Musical Club, Lyric Art String Quartet, Virtuoso Quartet, Contemporary Chamber Ensemble, The Bay Area Chorus, Houston Friends of Music, Houston Civic Music Association, the Houston Chapter of the American Guild of Organists, Houston Society for the Performing Arts, Rice University's Shepherd School of Music, and the symphony orchestras of Houston Baptist College, Texas Southern University, and The University of Houston.

DRAMA: Houston is one of the nation's leading centers of live dramatic and musical theatre. The famed Alley Theatre, recognized as one of the two or three foremost repertory theatres today, opened its 23rd season in 1970 and in its new $3-million, two-theatre building (an 800-seat theatre with an innovative multi-space stage and a 300-seat facility with arena stage) adjacent to the downtown Civic Center. Other notable local professional and amateur theatrical organizations include Houston Music Theatre, Country Playhouse, Pasadena Little Theatre, Baytown Little Theatre, Inc., Southwest Theatre Guild, Channing Players, Clear Creek Country Theatre, Houston Shakespeare Society, Holiday Dinner Theater, and Windmill Dinner Theatre.

BALLET: There are various schools of dance and ballet in Houston. Houston Foundation for Ballet, founded in 1955, offers classes for children and adults. The Foundation formed a professional ballet company in 1969. The Houston Alletro Ballet, Discovery Dance Group, Houston Jazz Ballet Company and Greater Houston Civic Ballet Company also offer opportunities for ballet training and performance.

MUSEUMS: The Museum of Fine Arts houses a permanent collection valued in excess of $6,000,000 and offers various presentations of fine and applied arts in a continuing series of loan exhibitions. The new Cullinan wing offers 10,000 square feet of unbroken exhibit area. The museum is fully air-conditioned and admittance is free. Located at the museum, the Museum School of Arts offers a BSA degree.

The Contemporary Art Museum, awaiting completion of a new building, is dedicated exclusively to presenting avant-grade art in all its forms.

The San Jacinto Museum of History is located in the base of the San Jacinto Monument (world's tallest) at San Jacinto Battleground State Park, 3 miles east of Pasadena. Also located at this site is the Battleship *Texas*.

The Houston Museum of Natural Science and Burke Baker Planetarium are located in Hermann Park in a new $2.5 million home. The $750,000 first unit of the museum, which includes a Space Age Museum and a Planetarium, opened in 1964.

The Harris County Heritage & Conservation Society has restored and furnished four early Houston homes, an early-day Houston church, and resconstructed the historic Long Row Building with its general store, barbershop and first Houston lending library in the City's Sam Houston Park.

LIBRARY SYSTEM: The present public library system includes the Julia Ideson Building which is the Central Library at 500 McKinney Avenue, Clayton Library for Genealogical Research, 18 branches, a Library Resources Center, three bookmobiles and 1 Reading Center. Value of library properties is estimated at $10,936,941. Statistics for 1970 for The Houston Public Library: total circulation, 3,590,125, total volumes, 1,205,375; reference questions, 468,795. Famous for its special collections in genealogy, Texana, geology and fine books for children.

PARKS AND OTHER RECREATIONAL FACILITIES

Houston has 212 municipal parks and playgrounds, comprising 5,121 acres; 4 municipal golf courses; 27 municipally operated swimming pools; 200 softball and regulation baseball fields; 96 tennis courts; 50 community recreation buildings. Harris County has 25 county parks with 3,250 acres.

SAN JACINTO STATE PARK, off LaPorte Road (State 225), 3 miles east of Pasadena: San Jacinto Monument, San Jacinto Museum of History, Battleship Texas; picnic areas and refreshment concessions.

HERMANN PARK, off Fannin Street (southwest 15 minutes from downtown Houston): Zoo and Museum of Natural Science and Planetarium, Miller Memorial Theater (outdoor), golf course, tennis courts, picnic areas, playground, Municipal Rose Garden, fragrant garden and garden-center building, sightseeing train, lake and bridle path.

MEMORIAL PARK, on Memorial Drive (west 12 minutes from downtown Houston):

18-hole championship golf course, tennis courts, swimming pools, playgrounds, picnic areas, baseball and softball diamonds, and bridle paths.

ALEXANDER DEUSSEN PARK at Lake Houston, adjacent to San Jacinto Dam on the Lake Houston parkways: fishing, boat-launching facilities, picnic areas, pavilion and refreshment concessions.

SYLVAN BEACH PARK, off State 146 at LaPorte on Galveston Bay: free fishing pier, boat-launching facilities, dancing, picnic areas.

CLEAR LAKE PARK, on Seabrook Loop Road (FM 528) at Clear Lake: fishing, boating, playgrounds, picnic areas.

ALLEN'S LANDING PARK, Buffalo Bayou/White Oak Bayou confluence at Main Street Viaduct: commemorates port site used from Houston's founding (by Allen Brothers, 1836) until Turning Basin opened (1915) to mark head of deepwater navigation -- five miles downstream.

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Labor Laws of Texas

INTRODUCTION

If viewed as a whole, the labor laws of Texas present a comprehensive coverage of most of the facets of labor-management relations. It will be noted that the respective acts are mainly designed to protect the individual worker from being forced into a regimentation against his will. The worker's free choice is assured him as well as statutory law can do so.

It should be noted that many of these laws have been on the books for a number of years. Their effects may have been lessened to some degree by Federal preemption of jurisdiction. When a situation arises which seems to be covered by some of these Federal laws, you should consult with legal counsel.

RIGHT TO WORK LAW

This law declares null and void any agreement which limits a person's right to work in any way, or conditions this right to work on his membership or non-membership in a labor organization. Therefore, it prohibits any of the common types of so-called security clauses in contracts, sometimes known as "closed shop", "union shop", and "maintenance of membership" clauses.

The Federal Labor Management Relations Act of 1947 outlaws the "closed shop" but permits other types of union security clauses under certain conditions. Section 14(B) of the Federal Act recognized the right of states to regulate the question of union security clauses; however, the extent of this authority has been limited by some decisions.

PICKETING OF PUBLIC UTILITIES PROHIBITED

This Act clearly prohibits any action or attempted action aimed at the disruption or attempted disruption of service by companies furnishing power, light, heat, or water to the public. It specifically prohibits picketing and provides injunctive relief in the State District Courts against such action or attempted action.

The Act further prohibits the willful damage or sabotage of any buildings, equipment, machinery or facility belonging to a public utility and provides for penalties of not less than two or more than five years in the state penitentiary for conviction.

PUBLIC EMPLOYEES

Strikes and Collective Bargaining Prohibited

This Act declares it unlawful for any official or group of officials of any subdivision of the State to recognize a labor organization as the bargaining agent for any group of public employees; or to enter into a collective bargaining agreement with a labor organization. Any such agreements are declared void.

It outlaws any concerted strike or organized work stoppage by public employees, under penalty of loss of all civil service and other rights and benefits. However, it specifically recognizes and preserves the right of an individual to cease work "so long as the individual is not acting in concert with others in an organized work stoppage".

It preserves the "right to work", regardless of membership or non-membership in a labor organization, and defines the term "labor organization".

LIABILITY OF LABOR UNIONS FOR DAMAGES

The labor union whose members picket or strike shall be liable for any resulting loss by reason of such picketing or strike in the event that such picketing or strike is held by the courts to be a violation of contract.

MANFORD ACT

Every union shall file with the Secretary of State an annual report showing the name and address (1) of the union, (2) its local officer, (3) its State, national or international affiliate, (4) a statement of all fees, dues, fines and assessments, and all expenditures, showing for what and to whom paid, (5) all its property, (6) copies of its Constitution or organization papers and all changes made in them.

These reports are open only to the Secretary of State, the Commissioner of Labor Statistics and the Attorney General. They are open to grand juries and in legal proceedings.

All officers, agents, organizers and representatives must be elected at least once a year by secret ballot and majority vote of members present after seven days notice of the election. Ballots are counted and the result found while the voters are present. No alien or convicted felon can be an officer, official or organizer, and no union can donate to a political party or a candidate for office.

Every union having a contract with a check-off clause must file a copy of it with the Secretary of State.

Unions can charge initiation fees, dues, and make assessments for legitimate, reasonable union purposes, for old-age benefits investments, death burial, unemployment, lobbying, hospital, gifts, health and accident, retirement, etc. They cannot build up a fund in excess of that needed for lawful purposes.

No union organizer, officer or member can collect money from any person for a mere permit to work. No charge shall ever be made nor shall any fee ever be collected for the privilege to work in this State. Money collected must be receipted for and held intact. If a prospective member is not elected as a bona fide voting member, this money must be returned. The practice of dropping members after initiation is unlawful. They can be expelled only for a good cause, after due notice and a fair public hearing and may appeal to the Courts.

The closed shop and right to bargain are not affected. Unions are required to keep accurate books open at all reasonable times to any members, showing all receipts and disbursements and purpose of each.

Where any person must join a union in order to go to work for an employer who has some sort of closed shop agreement, the union must give him reasonable time to decide whether he will join.

Any union member in military service who cannot pay dues, etc., cannot be made to pay them in order to be restored to a good standing.

HOUSTON SMSA* WORK FORCE ESTIMATES

	JAN. 1971	JAN. 1970
Civilian Work Force	895,600	863,400
Unemployment	22,600	15,300
% Unemployed	2.5	1.8
Employment, Total	872,600	847,600
Farm	7,000	7,100
Nonfarm	865,600	840,500
Manufacturing	148,300	150,500
Durable Goods	80,550	83,450
Lumber & Wood Prods.	2,700	2,700
Furniture & Fixtures	2,500	2,400
Stone, Clay & Glass	6,200	6,300
Primary Metals	8,900	9,250
Fabricated Metal Prods.	20,850	20,450
Nonelectrical Machinery	25,850	27,950
Elec. Mach. & Equipment	3,500	3,600
Transportation Equip.	2,700	2,650
Other Durable Goods	7,350	8,150
Nondurable Goods	67,750	67,050
Food & Kindred Products	14,150	14,100
Textile Mill Products	600	550
Apparel & Fin. Products	1,600	1,450
Paper & Allied Products	3,900	3,900
Printing & Publishing	9,000	8,450
Chemicals & Allied Prods.	24,000	23,900
Petroleum Refining	11,700	11,700
Other Nondurable Goods	2,800	3,000
Nonmanufacturing	717,300	690,000
Agri. For., & Fisheries	2,600	2,450
Mining	30,650	29,050
Contract Construction	75,800	75,550
Transp., Comm., & Utils.	64,800	63,850
Transp., & Allied Serv.	41,400	42,100
Communications	10,500	9,950
Utilities	12,900	11,800
Trade	209,950	203,250
Wholesale Trade	69,050	67,250
Retail Trade	140,900	136,000
Fin., Ins., & Real Estate	46,600	43,850
Service Exc. Private Hsld.	163,100	155,500
Bus. & Pers. Services	75,400	71,150
Med & Prof. Services	87,700	84,350
Prvt. Household	26,800	26,300
Government	97,000	90,200
Federal	16,600	16,500
State	14,700	12,850
Local	65,700	60,850
Labor-Management Disputes	400	500
Wage and Salary	778,500	754,400

** The Houston Standard Metropolitan Statistical Area Includes Brazoria, Harris, Ft Bend, Liberty and Montgomery Counties.*

ANNUAL SALARY COMPARISONS FOR SELECTED OCCUPATIONS

IN HOUSTON, TEXAS

INDUSTRY AND OCCUPATION GROUP	INDEXES (June 1967=100) April 1970	May 1969	PERCENTS OF INCREASE May 1969 to April 1970	June 1968 to May 1969	June 1967 to June 1968	June 1966 to June 1967	June 1965 to June 1966
All industries:							
Office Clerical (men and women)	117.2	111.7	4.9%	6.4%	5.0%	3.8%	4.0%
Industrial nurses (men and women)	120.6	112.7	7.0%	7.6%	4.8%	5.9%	4.4%
Skilled maintenance (men)	118.4	112.6	5.2%	8.1%	4.1%	3.1%	5.7%
Unskilled plant (men)	118.1	110.9	6.5%	5.1%	5.6%	7.1%	1.4%
Manufacturing							
Office clerical (men and women)	117.4	112.8	4.1%	5.8%	6.6%	3.7%	.7%
Industrial nurses (men and women)	117.8	111.7	5.4%	6.5%	4.9%	4.3%	6.2%
Skilled maintenance (men)	117.3	111.7	5.0%	7.1%	4.3%	3.2%	4.6%
Unskilled plant (men)	124.3	115.9	7.3%	5.3%	10.1%	3.0%	3.9%

[a] *In addition to general wage increases, this increase reflects amendments to the Fair Labor Standards Act and changes in employment between high - and low-wage establishments.*

SOURCE: "Area Wage Survey" published by the U. S. Department of Labor.

MANUFACTURING EMPLOYMENT, HOUSTON LABOR MARKET, 1965-1971

	NUMBER OF EMPLOYEES		% CHANGE
	April 1965	April 1971	1965-1971
DURABLE GOODS			
Lumber and Wood Products	2,720	2,600	-4.4%
Furniture and Fixtures	2,030	2,500	23.2
Stone, Clay, and Glass	5,320	6,100	14.7
Primary Metals	7,690	8,800	14.4
Fabricated Metal Products	15,230	20,100	32.0
Machinery (except electrical)	19,930	25,500	27.9
Electrical Machinery & Equipment	1,920	3,450	79.7
Transportation Equipment	3,270	2,750	15.9
Other Durable Goods	4,130	7,350	78.0
Subtotal	62,240	79,150	27.2
NONDURABLE GOODS			
Food and Kindred Products	12,040	14,200	17.9
Textile Mill Products	750	600	20.0
Apparel & Finished Products	1,710	1,800	5.3
Paper and Allied Products	2,910	3,800	30.6
Printing & Publishing	7,230	9,250	27.9
Chemicals & Allied Products	18,270	24,150	32.2
Petroleum Refining	11,680	11,600	-.7
Other Nondurable Goods	2,160	2,850	31.9
Subtotal	56,750	68,250	20.3
Totals	118,990	147,400	23.9

SOURCE: Texas Employment Commission

Climate

The climate of Houston is dominated by the weather conditions of the Gulf of Mexico. The city lies within a humid, subtropical belt that extends northward in spring, summer, and fall, from the Gulf region. In winter, the interaction of cooler continental air from the north with the moist, tropical air form the Gulf is frequent over this region, resulting in abundant rainfall, evenly distributed throughout the year. The heaviest short periods of rainfall are associated with large, slow moving thunderstorms and with dying tropical disturbances that sometimes enter the Texas coast and move northward through East Texas in the early fall.

Winters are mild, while summers are warm and humid. The average daily maximum temperature is 64° in winter and 92° in summer. The average daily minimum temperature is 44° in winter and 74° in summer. Because of the Gulf winds, the summer nights are relatively pleasant. Snowfalls are rare, and often several winters in succession have no measurable amounts. On rare occasions, heavy snows may occur, such as the 4.4 inches that fell in February, 1960. These distort the mean monthly snowfall data and leave the impression that more snow falls each season than is actually the case.

Mean annual relative humidity is about 75 per cent with little variation from month to month. The prevailing wind is southeasterly, and the average speed is 11 miles per hour. The area receives about 60 per cent of the total possible sunshine annually. The winter percentage is 46; the summer percentage is 69.

Severe wind and hailstorms are quite rare, but both thundersqualls and tropical storms occasionally pass through the area.

At the city office (Houston), the average date of the last temperature 32° or lower in spring, is February 5. The average date of the first 32° temperature in fall, is December 11. The average period from the last 32° temperature in spring to the first in fall, is 309 days.

The latest date of 32° temperature in spring is March 27, 1955, and the earliest date in fall is October 25, 1892.

SOURCE: *Local Climatological Data with Comparative Data, 1967, Houston, Texas.* U. S. Department of Commerce.

New Plants & Facilities

Big Top Dollar Stores has opened 3 stores in Houston.

Astroworld expanded from 55 to 60 acres with the addition of Country Fair at an estimated cost of $1.5 million.

Construction is underway on a 100,000 sq.-ft. addition to Foley's Northwest Mall store along with 3 acres of new parking, at an estimated cost of $3 million, to be complete early in '73.

Captain's Corner Shopping Center in Friendswood is planned; a 90,030-sq.-ft., $1 million, multi-purpose shopping center.

Lamar Plaza Shopping Center at Highway 59 & Herndon Drive is scheduled to be a 100,000-sq.-ft. shopping center. Completion of this $1.2 million project is set for April '73.

Sheldon Forest Shopping Center will be at NW corner of IH-10 East and Sheldon Road on an 8.7-acre site; this 100,000-sq.-ft. center is estimated to cost $1.2 million and will include a Weingarten store and a Sav-Mor Discount Department store.

Ten Ten Travis Corp. received a permit for construction of a 48-story office building with 4 basement levels containing approximately 1,413,900 square feet at an estimated cost of $20 million; this building will be called the 1100 Milam Building.

Tenneco Realty Inc., at 1433 West Loop South, is constructing a 7-story office building and 6-story garage; 286,572 sq. ft., estimated cost - $3.1 million. Completion - early '73.

The 5100 Westheimer Building is under construction at a cost of $1.2 million: 5-story building, will contain 121,930 sq. ft.

Twelve apartment buildings (140 units) are under construction at 4601 Sherwood Lane, at a cost of $1 million.

Completion is set for October for Audubon Place, a 340-acre planned community to include 1,500 houses and townhouses and a shopping center at Eastex Freeway and North Belt.

French Square Apartments (south of Bissonnet and north of Brays Bayou) will be a 408-unit apartment complex on a 10-acre site.

Rizk Apartments will be a 376-unit apartment complex on a 9.1-acre tract north of Bellaire Boulevard and south of Westpark.

A permit was granted for Stonehenge Apartments, 20 buildings containing 356 units, at 5602 Selinsky.

Villa del Rey at 5500 El Camino Real will consist of 50 buildings containing 517 apartment units.

***From *Area Manpower Review*, September, 1972, Houston Texas Area, Texas Employment Commission**

A $350-million community on a 1,700-acre tract bounded on the south by Katy Freeway and on the north by Clay Road. Westlake, as it will be called, is planned to include single-family dwellings, townhouses, recreational facilities, schools, an office center and two shopping centers.

West Memorial, at Katy Freeway and Mason Road, is being developed with a 450-unit apartment project and two retail centers in a $55-million residential and commercial community to be situated on a 525-acre tract.

Marathon Oil Company will establish a major office in Houston in the Southern National Bank Building by September 1.

Discount Lumber Mart plans to construct a store and warehouse at 11329 Todd at an estimated cost of $1 million.

Construction is underway on Cypress Village Shopping Center on a 9-acre tract on FM 1960 at Kuykendahl Road at an estimated cost of $2 million.

The Kroger Square Shopping Center is planned on FM Road 1960 at Steubner-Airline Road at a cost of $1.4 million.

Northland Shopping Center, on a 19-acre site on IH-45 and Spring-Cypress Road, is scheduled to be a multi-purpose, 177,000-sq.-ft., shopping center.

Construction is planned for a $1.5 million expansion of Westbury Square at Chimney Rock and West Bellfort. The expansion will include a professional office building and retail space.

A construction permit was issued for a 17-story office building at 4136 Southwest Freeway to cost about $2.6 million.

A 9-story office building and parking garage containing 396,161 square feet is scheduled for construction at 777 South Post Oak at an estimated cost of $3.5 million.

Bellaire Villas is a new 250-unit apartment project, which cost about $3.5 million, on Cook Road.

Braeswood, a $60-million community, is planned for a 550-acre site north of Bellaire Boulevard. This complex includes a 2,500-unit residential development, four housing villages, a 100-acre shopping plaza, and park and recreation facilities. The project, scheduled for completion by 1977, will house a population of 10,000.

Newport, on the east side of Lake Houston, will be a 6,000-acre resort-type residential-recreational community with 16,000 homesites in the $5,500 to $25,000 range.

Under development is Oak Ridge Apartments, a $6.1-million complex on a 17.4-acre site on Westerland Drive in Woodlake; to include 267 units in 34 buildings.

South Post Oak Villas on South Post Oak Road will be a 304-unit, $4.5-million complex to include a Clown Town child care center.

Planned is a 310-unit townhouse project on a 45-acre site in Woodlake, costing about $20.2 million, the complex will be called Woodlake Forest IV.

Methodist Hospital will construct a health care center-hotel complex on a tract at the 6500 block of Fannin. The project will contain a 20-story medical services building and a 13-story, medically-oriented hotel to provide 275 rooms on three upper levels with the first 10 levels for parking.

North Central General Hospital Corp. is constructing a 3-story hospital building on a 24-acre site at 7407 North Freeway to contain space for 150 beds.

Continental Oil Company is moving its transportation division headquarters (about 50 people) from Oklahoma to Houston.

The Houston Post has begun a $6-million expansion and modernization of its printing plant at 2410 Polk; modifications and new equipment are expected to be ready for operation in the early fall.

A $1.1-million expansion program is planned for the Retzloff Chemical Company division of Witco Chemical Corp. plant at 15,200 Almeda Road, to increase the capacity of its detergent intermediates and industrial surfactants from [illegible] million pounds by an additional 20 million pounds per year.

Foley's has announced plans for a 125,000-sq.-ft. department store and a 200,000-sq.-ft. mall expansion on an approximately 12-acre tract in the Memorial City Shopping Center, to open in the spring of 1974.

Construction has begun on a $20-million, 4-building, 700,000-sq.-ft. office complex on a 14.57-acre tract in the Plaza del Oro (Fannin, Greenbriar, and Knight Road) to be named Del Oro Office Park.

Construction has started on a 5-story, 120,000-Sq.-ft. office building and parking garage at 5100 Westheimer in City Post Oak for Michel T. Halbouty's occupancy in the summer of 1973 at an estimated cost of $4 million.

A 3-story office building is under construction in San Felipe Green Office Park, at 1775 St. James Place, at a cost of $2.5 million.

Brookwood Business Park in the 3500 block of T. C. Jester Boulevard is a planned, 3-year, 11-building office-warehouse complex on a 13-acre tract costing about $4 million.

Northway Park on Loop 610 at Homestead Road is under construction; this 5-building, 500,000-sq.-ft. showroom, distribution, and manufacturing complex is expected to cost about $7 million, and the 26-acre development will take about 3 or 4 years to complete.

Development of a $15-million industrial park on a 30-acre tract on Loop 610 east of South Freeway interchange, to be named South Loop Park, has been announced.

A 49-acre tract at the intersection of Northwest Freeway and West 34th Street has been acquired for the development of a $20-million apartment and commercial complex, including a possible 1,000-unit apartment complex, shopping center, and office building.

Completion is expected soon on a 176-unit apartment project costing about $2.5 million on a site at Little York Road at the intersection of IH-45.

Fondren Place Apartments will be a 506-unit complex on a 20-acre tract on South Braeswood Boulevard, Fondren Road, and Dumfries Drive costing about $7.5 million.

Plans were announced for Fox Hollow, a development containing 1,200 homes and recreational amenities on a 500-acre tract on the south side of Spring Creek, north of Spring Steubner Road and west of IH-45 to be developed over the next 5 years.

A permit has been granted for the first phase of the 107-unit Laguna Townhouse Project, to cost an approximate $1.5 million.

Town & Country Town Houses will be a 376-unit townhouse development on a 37-acre tract at 10302 Briar Forest with plans to include recreational facilities. The first 151 units are scheduled to be complete by the latter part of next year.

Plans have been announced for the development of a $200-million residential subdivision on a 30-acre tract on Champions Boulevard off FM 1960 to be named Townhouse Residential Subdivision; will include 2,000 townhouses, a $3 million, 4-story clubhouse and a racquet club building.

Construction has begun on Brookhollow Hilton Inn in Brookhollow Business Park on Loop 610 at T. C. Jester; the $3.5-million, 3-story motor hotel will contain 204 rooms and will have landscaped grounds, a swimming pool, and a restaurant and bar. The hotel is expected to open late next spring.

Medical Center Del Oro, in Plaza del Oro on Fannin near Greenbriar, will be a $1-million, 5-story medical building containing space for professional offices, a pharmacy and gift shop, and a private dining room.

Construction will begin in October on a $5.5-million medical complex to include a 3-story, 180-bed hospital and a 5-story, $2-million, professional building, on IH-10 between Rockglen Drive and Westmont Street, to be named Northshore Medical Plaza.

Mobil Oil Company has transferred its North American exploration producing division (150 employees) to Houston.

Air Products & Chemicals Incorporated has announced plans for a 105-acre major chemical complex on State Highway 225 at Jackson Road for completion in late 1974.

Celanese Chemical Company plans to construct a plant in Clear Lake City to produce acrylate ester, a widely used chemical raw material, for completion late 1973.

Petro-Tex Chemical Corp. plans a $3.7-million, 2-story-plus mezzanine addition to its existing power plant on El Buey Way.

Shell Chemical Company plans a multimillion-dollar expansion of its Deer Park chlorine-caustic facilities to increase production by 50 percent.

Construction will begin in early 1973 on a huge expansion program immediately west of the present Galleria complex. The project will include a 19-level, 350-room Western International Hotel, a Lord & Taylor store, two 6-level office buildings with 174,000 square feet, and a 250,000-sq.-ft. mall extension at a cost in excess of $30 million.

Construction will start within 6 months on a shopping center on the northwest corner of Bissonnet and Kirkwood on a 10.1-acre tract, to cost more than $1 million.

Construction will soon begin on a shopping center at Westheimer and Hullsmith on an 8.5-acre tract, to cost about $2.8 million.

Pennzoil Place will be twin 34-story office towers containing a total of 1.7 million square feet of space on the block bounded by Milam, Louisiana, Capitol and Rusk Streets. The two trapezoidal-shaped structures will be connected by an 8-story square frame enclosed in glass and will become the largest office complex in the Central Business District. The Pennzoil Company has leased 550,000 square feet of space for its corporate headquarters. The $55-million building, scheduled for completion in 1975, will contain retail space on the ground floor and below-mall levels to include a restaurant and a 550-car parking garage on three underground levels.

Construction started in August on an industrial-office park, apartment, and retail-commercial complex on a 454-acre site bounded by the NW Freeway, Gessner Gulf Bank, and Little York to be named Brookhollow West. The 9-year development program will involve an investment of $125 million. The first section (a 5-year project) on 200 acres will consist of apartment, industrial, and office buildings. The second section on a 98-acre site will have retail stores, apartments, office buildings, and industrial facilities, and will be developed by 1977. Flexible plans are in progress for the 148-acre third section.

West Memorial Park on the northeast corner of IH-10 and Bingle Road, will be a 26-acre business community developed over a 5-year period.

Construction plans have been announced for eleven 2-story apartment buildings at 6060 Rampart, with space for 168 units at an estimated cost of $1,164,000.

Plans have been announced for a 500-home rental subdivision on Malcolmson Road off Highway 149 in Cypress-Fairbanks at a cost of about $11.5 million, to be called Canterbury Forest.

Ghiradelli Square at 2819 Hullsmith, will be eight 3-story apartment buildings containing 144 units at a cost of about $2.5 million.

Construction is scheduled to be complete in October for Landmark, on a 6.2-acre site at 5555 Antoine, containing 168 apartment units at an estimated cost of $2.7 million.

Thirteen acres on Rampartment, between Gulfton and Elm, have been acquired for the construction of 496 additional units of the Napoleon Square apartment complex. The $6-million project will increase the total complex to 1,884 units, on a total of 49.07 acres, at a cost of $22 million.

The first phase of Westminster Village Apartments, on the Gulf Freeway between Edgebrook and Almeda-Genoa Road, is now under construction. The $25-million apartment and commercial complex will include about 1,000 apartment units with office and retail facilities.

Development of 221 acres on Aldine-Westfield Road near FM 1960 as a single-family housing subdivision to be named Woodcreek will entail costs of about $1.1 million.

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OCCUPATIONAL SHORTAGES HOUSTON SMSA

DOT CODE	OCCUPATIONAL TITLE	COMMENTS
003.081	Electronic Engineer	Shortage of experienced applicants with specific skills
007.081	Mechanical Engineer	Shortage of applicants with specialized skills
070.108	Anesthesiologist	Supply has not kept up with demand of expanding medical facilities; requires an M.D.
075.378	Nurse, General Duty	Constant shortage of applicants with specialized skills for late-shift openings in hospital
078.281	Medical Technologist	AMT technologists with ASCP certificates not readily available
078.368	Electroencephalograph Technician	Severe shortage
078.368	Radiologic Technologist	Shortage of experienced applicants
079.368	Inhalation Therapist	Nation-wide critical shortage
079.378	Nurse, Licensed, Practical	Shortage of applicants willing to work evening and night shifts
079.378	Physical Therapist	Lack of experienced applicants
097.228	Instructor, Vocational Training	Vocational schools report qualified (Texas teaching certificate) applicants very scarce
189.168	Manager Trainee	Applicants do not readily accept; many openings are in convenience stores
201.368	Secretary	Constant shortage of workers with good skills and work experience
209.388	Clerk - Typist	Shortage of applicants with required skill levels
209.588	Clerk, General	Shortage of applicants with required typing skills
211.468	Cashier	Lack of applicants meeting educational requirements
213.582	Key-Punch Operator	Few qualified applicants interested in night-shift openings

DOT CODE	OCCUPATIONAL TITLE	COMMENTS
219.388	Clerk, General Office	Lack of applicants with good typing skill and office experience
223.387	Stock Clerk	Beginning wages not attractive to qualified applicants
250.258	Salesman, Insurance	Year-round shortage. Commission work. Night work and long hours.
250.358	Salesman, Real Estate	License required; commission work; long hours.
276.358	Salesperson, General Hardware	Shortage of applicants with specific experience
289.358	Salesman, General	Shortage of applicants with specific experience
289.458	Salesperson, General	Moderate shortage of applicants with specialized sales experience
292.358	Salesman-Driver	Persistent shortage of experienced workers; frequent openings
293.358	Telephone Solicitor	Openings often for night-shift employment; commission work
303.138	Housekeeper, Home (live-in maid)	Shortage of applicants who will live-in
311.878	Waitress	Shortage of experienced applicants with own transportation
313.381	Cook	Long hours and lack of transportation deter applicants
314.381	Cook, Short Order	Long hours and lack of transportation deter applicants
318.887	Kitchen Helper	Qualified applicants lack transportation; split-shift work.
332.271	Cosmetologist	State license required; type of remuneration not generally attractive to applicants
355.878	Nurse Aid Orderly	Very few applicants available; night-shift work.
372.868	Guard I	Persistent, year-round shortage of applicants; night hours.
375.268	Patrolman (gov. ser.)	Rigid hiring requirments; police work not popular

DOT CODE	OCCUPATIONAL TITLE	COMMENTS
381.887	Porter I	Constant shortage of applicants with transportation and willing to work for minimum wage
407.884	Grounds Keeper	Demand is high for experienced applicants with their own transportation
600.280	Machinist I	In short supply for the past several years; supply has not kept pace with demand
620.281	Automobile Mechanic	Constant shortage of qualified applicants who have their own tools and transportation
620.381	Automobile - Service Mechanic	Constant shortage of qualified applicants who have their own tools and transportation
625.281	Diesel Mechanic	Constant shortage of qualified applicants who have their own tools and transportation
726.281	Electronics Assembler, Developmental	Few applicants meet experience and education requirements
804.281	Sheet-Metal Worker	Qualified applicants do not want non-union jobs
807.381	Automobile-Body Repairman	No available supply; most applicants come from training programs
810.884	Welder, Arc	Lack of qualified applicants; ability to read blueprints, lay-out, and fit required
840.781	Painter	Building boom has outpaced the supply of qualified applicants with own transportation
860.381	Carpenter	Shortage of workers, both union and non-union, with tools and own transportation
869.887	Construction Worker II	Constant shortage of applicants who will accept permanent employment and have their own transportation
899.381	Maintenance Man, Building	Shortage of highly qualified applicants who will accept jobs that offer the minimum wage
904.883	Tractor-Trailer-Truck Driver	Shortage of drivers with ICC permits and good experience
905.883	Truck Driver, Heavy	Shortage of applicants with good work history who meet specific requirements

DOT CODE	OCCUPATIONAL TITLE	COMMENTS
906.883	Truck Driver, Light	Year-round shortage of applicants with good work history
915.867	Automobile-Service-Station Attendant	Lack of mature, experienced men with good work histories, valid driver's licenses, and their own transportation
920.887	Bagger	Shortage of applicants for full-time work
922.887	Laborer, Stores	Difficult to recruit qualified workers because of low starting wages
929.887	Material Handler	Shortage of dependable applicants

OCCUPATIONAL SURPLUSES HOUSTON SMSA

DOT CODE	OCCUPATIONAL TITLE	COMMENTS
003.187	Electrical Engineer	Layoffs in aero-space industry. NWST off.
008.081	Chemical Engineer	Very few openings. Many applicants have poor command of English; most have extensive experience. Comc'l & prof. off.
017X281	Tracer-Detailer	No experience. Some with technical school training, some with high school drafting. Comc'l & Prof. off.
020.188	Programmer	Applicants request higher salaries than openings offer; many state they will not relocate; some do not have college education. Comc'l & Prof. off.
022.081	Chemist	Most with experience, varied backgrounds: few openings with salaries requested. Comc'l & Prof. off.
160.188	Accountant	Many lack degrees and request high salaries. NWST off.
195.108	Caseworker	Openings request Master's degree in social work, bilingual, or residence in area of work. Comc'l & Prof. off.
201.368	Secretary	Poor skills; salary requirements. Pasadena off.
20X388	Steno.,typ.. fil. & rel.	No typing skills; no transportation. NWST off.
209X588) 209.588)	Clerk, General	Little or no work experience, most lack clerical skills - Comc'l & Prof. off, Pasadena off. Restrict area of work - Pasadena.
210.388	Bookkeeper	Poorly qualified. Pasadena off.
211.468	Cashier	Limited experience; many with 8th or 9th grade education - Comc'l & Prof. Many without transportation - Comc'l & Prof. off. and Pasadena off. Won't work nights or weekends, NWST. Restrict hours of work, Pasadena.
219.388	Clerk, General Office	Limited skills and experience; restrict area of work. Pasadena off.
235.862	Telephone Operators	No demand. - Pasadena

DOT CODE	OCCUPATIONAL TITLE	COMMENTS
237.368	Receptionist	Many not high school graduates and lack required skills - NWST off. Limited skills-Pasadena off.
299.468	Cashier - Checker	Limited experience; some lack education; many without transportation; some with unrealistic demands--salary, hours, special location. Comc'l & Prof. off.
301.887	Day Worker	Lack of transportation; unwilling to do this type of work. NWST off.
306.878	Maid, General	Lack of transportation; expect short hours and high wages. Decline in openings. NWST off.
31X887	Food & Bev. Prep. & Serv.	Lack of transportation; little experience; won't work weekends or split shifts. NWST off.
311.878	Waitress	Applicants place too many restrictions on hours of work. Pasadena off.
313.381	Cook	Lack of transportation, do not want night hours. Farm-Labor-Serv. off.
314.381	Cook, Short Order	" " " " "
318.887	Dishwasher	Many applicants physically unable to do heavy lifting related to job; low pay; lack of transportation. Farm-Labor-Service off.
319.878	Fountain Girl/Boy	Not enough openings, particularly with desirable hours, location, pay. Farm-Labor-Service off.
323.887	Maid II	Not enough openings for industrial maids. Farm-Labor-Service off.
355.878	Nurse Aid	Lack of transportation; not fully qualified; high job requirements for pay involved - NWST. Requires little training - Pasadena.
5X782	Processing	Unskilled. Limited trainee openings. - Pasadena
550.???	Mixing & Blending	Slowdown in demand for this occupation. Industrial off.

DOT CODE	OCCUPATIONAL TITLE	COMMENTS
620X381	Motorized Vehicle and Engineering Eqpt Repairing	No actual mechanical experience. Industrial off.
726.781	Electronics Assembler	Light experience. Low demand due to cutback in government contracts. NWST off.
79X884	Bench Work, nec.	Females without experience; lack transportation and unable to accept night work. NWST off.
805.281	Boilermaker	Union only. Pasadena off.
860.887	Laborer Carpentry) (Carpenter Helper))	Lack of transportation and large number of Union only applicants. Farm-Labor-Service off.
861.887	Bricklayer Helper)	
862.381	Pipe Fitter	Union only applicants. Pasadena off.
869.887	Construction Worker II	Lack of transportation - Farm-Labor-Serv. off. Large number of Union only applicants-Farm-Labor-Service and Pasadena.
906.883	Truck Driver, Light	Supply limited to relatively unskilled applicants - NWST. Too many tickets, no commercial license, license suspended, don't know city, no stable work history - Industrial.
920.885	Packager, Machine	Practically no demand; slow for over a year. Industrial.
920.887	Packager, Hand	Limited orders. Pasadena.
922.883	Fork-Lift-Truck Operator	Salary requirements high - Pasadena. Little demand; most orders are for warehouse workers who can operate fork lift as part of job - Industrial.
922.887	Laborer, Stores	Excessive wage demands - NWST. Lack of transportation - NWST and Farm-Labor-Service. Lack of high school diploma - Farm-Labor-Service.

From the Texas Employment Commission

INTRODUCTION

CLASS PRESENTATION OF THE CONCEPTS AND PROCEDURES OF OCCUPATIONAL ORIENTATION

I. BEHAVIORAL OBJECTIVES

Eighty percent of students will name and describe three attitudes an employer would look for when he interviews a person for a job. They will list two attitudes they want to improve in their own personality.

Seventy-five percent of students will write purpose of course. They will list fifteen career fields and copy an outlined plan of class procedure for investigating these careers.

Eighty-five percent of students will bring their own Social Security Card or application for one to class. They will also write two benefits they are entitled to today under Social Security.

Seventy percent of students will give examples that show interrelationship of five or more career fields needed to complete a given product or service. A picture of a familiar product (a fishburger) will be used to illustrate interrelationship of all 15 career fields. The people needed to "complete" the fishburger will come from all career fields. The workers will show relationship and dependency within a field as well as need of cooperation from other fields.

II. INSTRUCTIONAL OBJECTIVES

Individual preferences and abilities must be considered in assigning student activities.

The Student Activities are a part of No. II (Instructional Objectives), but they will always begin on a separate sheet of paper. This is done for the convenience of the teacher. If the activity sheets are to be distributed to the students, they may be copied without any teacher's instructions included.

Explanation of purpose, procedure, and time allotments for units to be covered are found in Course Outline in "Overview."

Student Activities

Each student will complete five or more of the following activities:

1. List two examples of each activity you liked in "Likes and Dislikes." (See appendix.)
2. Write about two or more activities that you disliked very much.
3. Give a three minute book review of a person you would like to pattern after.
4. Draw a well-known personality whom you admire. Be able to tell the class two experiences in this person's life.
5. List three attitudes you would look for in an employee you wanted to hire.
6. Find a picture of a fishburger. Paste it on a sheet of paper or poster. Write jobs required for the fishburger to be ready for you to eat. Try to include workers from all 15 fields of careers. Example: wheat farmer (agriculture)
7. Draw a picture of a house or paste photo of your house. Beneath it, write all the jobs needed to complete this house. Try to include workers from all fifteen fields. Example: nails (manufacturing)
8. Cut out a picture of a dress or a suit. Paste it on a sheet of paper or a poster. List as many workers as you think were needed to complete this dress or suit. Put the workers in the 15 job fields. Example: write advertisement of garment (marketing and distribution)
9. Collect one or more pictures of workers in each career field. Paste pictures in scrap book for later use.
10. Interview a worker in three fields. Tape or write this interview.
11. Locate one or more speakers for class. Check with your teacher as to when you may set definite dates, then get speakers' OK. (Ask your teacher for a pattern of a request for resource speaker—Appendix.)
12. Participate in role playing of a skit entitled "Our Class Introduces You to Occupational Orientation."
13. Bring your Social Security card to class.
14. Write a "thank you" letter to the Social Security speaker.
15. Name two benefits you are entitled to under Social Secuity.
16. List three laws that affect you under present U.S. Department of Labor regulations.
17. Write a "thank you" letter to the guest speaker from the U.S. Department of Labor.
18. Write an essay on being yourself.
19. Make a poster or a series of cartoons that show attitudes.
20. Make an illustration or chart of you going through steps needed to reach your goals in the next ten years.
21. Make up a game or crossword puzzle about attitudes, future goals, the interdependency of 15 career fields, or student involvement.
22. Complete an activity explained to you in a 4H project. The County Agent will provide your instructions.
23. Write the names of three business, civic, union, or professional organizations. Tell the purpose of these organizations.
24. Write the name of one volunteer organization. Each student will then tell how he might assist in this organization.
25. Demonstrate or display one hobby.

III. PERFORMANCE GOALS

Possession of a Social Security Card or application form for one

Written explanation of good attitudes in self and others

Notebook entry of advantages given workers by the U.S. Department of Labor

Drawings or research on three career fields as they relate to each other

Interviews stating purpose of two or more business, labor, civic, professional, or volunteer organizations

IV. EVALUATION

Resources the students located: speakers for class, pictures, printed materials, or field trips (Show lists on "wheel.")

Organizations contacted (Specific names on wheel)

Contact of clubs or volunteer services which might involve the individual (List all names or services on wheel.)

Oral and written communications in class and extra curricular activities

Flexible Lesson Plan
for
Introduction to Concepts and Procedures
(Approximately 2 Weeks)

First Day

Explain concept of Occupational Orientation. Use poster, slide-tape, or film presentation. (See examples in Appendix.)

Hand out list of activities and interdependence chart for introduction. (See appendix.)

Explain procedure and requirements. (See Overview for suggested subjects, time limits on each unit, patterns for collecting materials, methods of presentation and involvement.)

Second Day

Read to the class the essay "Be Yourself" and discuss. (See Appendix.)

Show a film from those listed in the Appendix.

Have the students write a brief paper entitled "Who I Want To Be in Ten Years."

After they have finished writing, have the students list the steps they will need to reach their goal.

Play a recording of "I Gotta Be Me" or have some student sing the song.

Third Day

Pass out duplicated copies of "Likes and Dislikes." (See Appendix.)

Have the students write an autobiography. (A sample form is in Appendix.)

Show a filmstrip. (Directions in Appendix.)

Fourth Day

Use "Teacher's Instruction Unit on Attitudes Toward the World of Work" by L. E. Perryman and T. W. Humphrey. (See Appendix.)

Present the tape "The Strangest Secret in the World." (May be borrowed from Frank Silver's collection.)

Fifth Day

Have a Social Security representative talk to the class. (Make your request at least two weeks ahead.)

Distribute application form for Social Security cards.

Assign a date for cards to be brought to school if application forms were not needed.

Discuss booklets distributed by Social Security speaker.

Sixth Day

Have a person from the U.S. Department of Labor for guest speaker and film presentation.

Review and hand out materials left by the speaker.

Seventh Day

Have guest speakers from Red Cross, Boy Scouts, Y.M.C.A., and other youth organizations. Try to get the students involved now.

Eighth Day

Have speakers from business and civic organizations speak on "Role of Organizations in the World of Work."

Review names of people who can be helpful to teenagers.

Ninth Day

Have speakers from professional and labor organizations speak on the role of the organization in a career. You might suggest the title "Purpose and Methods of Career Assistance Through Organization."

Tenth Day

Call County Agricultural Agent for guest speaker and materials on short term projects for preparing to enter 100 or more different careers. Get students involved now in hobby activities that will include a wide range of interest in all fifteen career fields. The Agricultural Department provides hobby projects in all areas to be done on an individual or group basis. The County Agent will review the work with you and award certificates to students at the end of the semester.

APPENDIX

1. Introduction to Concepts and Procedures
2. Self-analysis Exercises
3. Attitudes
4. Essay on "Be Yourself"
5. Brief Study of Organizations
   - Social Security
   - U.S. Department of Labor
6. Salaries
7. Career Fields
8. Involvement
9. Student Form for Resources
10. Contests
11. Slide/Tape Introduction to Occupational Orientation
12. Speakers
13. Media
14. Printed Materials
15. Wheel for Career Information

Introduction to Concepts and Procedures—KNOWLEDGE OF SELF AND INTERDEPENDENCE OF CAREERS

Project Needs	Occupational Fields	Places
Know Yourself	Communication—Media	Call Civic Clubs
See Dignity in all Work	Transportation	Write Government Agencies
Find Purpose of School	Marketing—Distribution	Contact Unions
Learn Need of Work	Business—Office	Visit Schools—Libraries
Demonstrate Teamwork	Construction	Contact Parents—Friends
Set Your Goals	Manufacturing	Tour Business Concerns
Begin Planning	Agri-Business—Natural Resources	Check Newspapers
Observe Changing Patterns	Marine Science	Phone Professional Associations
	Public Service	
	Environmental Control	
	Fine Arts—Humanities	
	Hospitality—Recreation	
	Personal Service	
	Health	
	Consumer—Homemaking	

Purpose of course

Details for Class Discussion

1. Bring the real world of work and education together.

2. Find needs of each student.

3. Know preferences of each student.

4. Encourage individual creative activities.

5. Develop teamwork and pride.

6. Search for opportunities that bring a good income and personal satisfaction.

7. Bring speakers to class so students can find a strong identity with them.

8. Investigate advantages, disadvantages, and entry level requirements of several jobs within each of the following clusters:

   a. Communications and Media
   b. Transportation
   c. Health
   d. Marketing-Distribution
   e. Business-Office
   f. Construction
   g. Manufacturing
   h. Agri-Business—Natural Resources
   i. Marine Science
   j. Environmental Control
   k. Public Services
   l. Fine Arts-Humanities
   m. Hospitality-Recreation
   n. Personal Services
   o. Consumer-Homemaking

9. Guide plans for preparing to earn a living.

10. Involve students in hobbies, volunteer, or part-time work that relate to career choice.

11. Direct personal evaluation and objective feed-back.

12. Emphasize need for continued growth and flexibility.

CAREER FIELDS—TITLES AND EXAMPLES OF A FEW FAMILIAR JOBS

1. *Business and Office Occupations*: accountant, bookkeeper, computer programmer, secretary, clerk, administrator, owner of a business

2. *Marketing and Distribution Occupations*: advertising, sales, buying, international trade analyst

3. *Communications and Media Occupations*: telephone operator, television crewman, radio announcer, telegraph operator, publisher, journalist, artist, painter, educational media coordinator

4. *Construction Occupations*: civil engineer, electrical engineer, mechanical engineer, architect, brick layer, carpenter, electrician, plumber, painter, paper hanger

5. *Manufacturing Occupations*: research design, quality control, machine operator, packaging, recycling

6. *Transportation Occupations*: driver, crewman, service persons who move people and products by land, air, and water

7. *Agri-Business and Natural Resources Occupations*: petroleum and related products workers, crop production, animal production, veterinarian, crop dusting

8. *Marine Science Occupations*: research workers—water, plants, animals—commercial fishing, oceanography, scuba diver

9. *Environmental Control Occupations*: research workers—clean air and water, soil, noise management—forest rangers, flood and insect control

10. *Public Services Occupations*: post office worker, teacher, public utilities worker, policeman, fireman, insurance salesman, public records, banks, courts and corrections, defense

11. *Health Occupations*: doctor, nurse, technician, orderly, pharmacist, dentist, chemist, physicist

12. *Hospitality and Recreation Occupations*: travel agent, tour agent, leisure time property operator—shows, hotels, resorts, amusement parks, golf, tennis, baseball, football

13. *Personal Services Occupations*: barber, beauty operator, cosmetologist, pet services, cleaning services, funeral services

14. *Fine Arts and Humanities Occupations*: artist, actor, musician, film and tape producers, stage designer, lighting production, costume designer, script writer, lawyer, personnel director, labor relation leader

15. *Consumer and Homemaking—Related Occupations*: food services, clothes, child care, family and community service, housing, home furnishings, decorating, upholsterer

SHORT EXPLANATIONS, ACTIVITIES, AND TESTS ON SUBJECTS COVERED IN INTRODUCTORY UNIT

Easy Reading for Most Junior High School Students

INTRODUCTION TO SELF-ANALYSIS

Getting to know yourself is one of your most important jobs in life. Everyone has strengths and weaknesses. You are no exception. When you really get to know yourself, you will begin to like yourself, and life's pieces of puzzle will fall into place. Concentrate on the good qualities in you. Remember the times you have been proud of yourself, your work, and those who have been a part of your project. Remember what you like to do as a hobby. What you do free in your spare time is your best clue as to what will probably make you happy and earn you a good living in the world of work.

PATTERN FOR AN AUTOBIOGRAPHY

Born when _____ Where _____

Family: Parents _____

Number of brothers and sisters _____

Jobs people in your family have held or now hold _____

_____

_____

_____

(include 5 or more relatives—parents, uncles, aunts, brothers, sisters, cousins)

Hobbies _____

Future plans _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

STUDENT PERSONAL DATA FORM

Introduction to Vocations

To the Student:

The purpose of this form is to bring together essential information about you so that your teacher will know you better. Answer the questions frankly and completely as possible. The forms are for confidential use only.

Date _____

Name _____ Age _____

Home Address _____ Phone _____

Place of birth _____ Date of birth _____

Father's or Guardian's name _____

Father's occupation _____ Highest grade completed _____

Mother's occupation _____ Highest grade completed _____

Older brothers and sisters

Sex (M or F)	*Approximate Age*	*Highest Grade Completed*	*Occupation*

Was your last year's scholastic standing high? _____ above average? _____ average? _____

below average? _____ low? _____ (check one)

List the subject that:

You like best:	You dislike most:	Is easiest:	Is hardest:

Do you plan to graduate from high school? _____

If you do *not* plan to graduate from high school, encircle the last grade which you plan to complete.

Grade: 9, 10, 11, 12.

State briefly the chief reason why you might leave school. _____

_____

_____

What do you plan to do when you leave high school?

_____go to college

_____go to business school

_____go to a technical school

_____go to work

_____go to a trade school

_____military service

_____other plans, what are they?_____

State the chief reasons for your plans indicated above. _____

_____

_____

If you have decided upon the particular school or college that you plan to enter after leaving school, name it._____

What do you enjoy in life more than anything else?_____

_____

What achievements in school have given the greatest satisfaction?_____

_____

What occupations or fields of work have you considered for your life's work?

1st choice_____

2nd choice _____

3rd choice _____

Reason for first choice _____

_____

When did you begin considering this choice?_____

If you could do just as you wished, what would you want to be doing when you are around 30 years old?_____

_____

How much schooling do your parents or guardians want you to complete?_____

_____

What vocational center do your parents want you to follow?_____

Why?_____

LIKES AND DISLIKES

	OFTEN	*SOMETIMES*	*NEVER*
Fishing			
Music			
Cooking			
Hunting			
Sewing			
Children			
Older People			
Motors			
Crowds			
Being Alone			
New Clothes			
Swimming			
Ball Games			
Magazines			
Animals			
Travel			
Television			
Food			
Books			
Moving			
Talking to a Crowd			
Listening			
Puzzles			
Decorating			

TEACHER'S INSTRUCTIONAL UNIT ON ATTITUDES TOWARD THE WORLD OF WORK

BY LEROY E. PERRYMAN AND T. W. HUMPHREY

Harlandale Independent School District
Terrell Wells Middle School
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ATTITUDES TOWARD THE WORLD OF WORK

Introduction:

More evidence of a close link between earnings and level of education is shown in a new survey by the U.S. Census Bureau.

The census figures disclose not only that college graduates earn more than people with high school diplomas, but that income rises for each year of schooling from elementary grades to graduate level.

Over a life time, incomes from 14 years to death are—8 years of school, $276,755; 4 years of high school, $371,094; 1 to 3 of college, $424,280; 4 years or more of college, $607,921.

Attitudes play a major role in the World of Work and it is our belief people do not have good attitudes because of jobs; they have good jobs because of their attitudes.

Attitudes are a set of ideas which we have which make us act in a certain way. Attitudes are dispositions, or moods, which make us behave or act in certain manners. Our attitudes determine the way we feel, act, and treat other people.

Attitudes are the reflections of a person; what goes on inside shows up on the outside.

Attitudes are so important that they give us a life of success and happiness or a life of failure and unhappiness. If we have the attitudes that we can't do something, generally we won't do it. If we have the attitudes that we can and will do something, generally we do it. If we have good attitudes, we get good results; fair attitudes get fair results; and bad attitudes, bad results.

An important point to remember is that human beings can change their lives by changing their attitudes. Our attitudes toward life and the World of Work affect people in the world nearly as much as they affect us.

But how does one get a good productive, positive attitude? The easiest and best way of forming a good attitude is to begin to act and talk as a successful person, as a person who you think has a good attitude toward life and gets good results. Actions produce feelings just as feelings produce actions. Life is dull to dull people and interesting to interesting people. Act toward others in the same way in which you want others to treat you in life and the World of Work and the same comes back to you. What you reap you will sow.

Success or failure in anything you do, especially in the working world, is caused more by your mental attitude than by your mental capabilities.

To the teacher:

The general objective of this unit in terms of mental behavior (attitudes) is to have students develop an awareness of positive and negative attitudes toward self; the World of Work; values and occupations; work and how work and careers can modify attitudes and values. Discuss with the students the various factors that go into making a personality and how these, in turn, develop a self-image and modify attitudes.

CREATION OF ATTITUDES

Objective:

To help the student know the definition of the word *attitude* and to get him to understand the underlying factors which have created some of his attitudes

Introduction:

Since attitudes affect our daily lives, disposition, moods, behavior patterns, the way we feel, act, and treat people, it is important to remember that the human being can change his life by changing his attitudes.

Method:

1. Directive Question:

    1. What is the definition of an attitude?

2. Discussion Questions:

    1. What types of attitudes do we have?
    2. What is an optimist?
    3. What is a pessimist?
    4. Can an attitude be changed?

Materials Used:

Pencil and pen, chalkboard, chalk

Summary:

The important point to remember is that your behavior is in part related to how other people react to you. This is true whether you are on the job, in a family situation, or with your friends. Thus, when you talk to other people, they are reacting to you on the basis of how you react to them. In other words, there is a mutual awareness or a consensus about something. You can interpret this easily by the gestures, the facial expressions, and speech patterns of another person.

AFFECTATIONS OF POSITIVE AND NEGATIVE ATTITUDES

Objective:

To develop student awareness that much of learning involves changes in attitudes which give positive and negative responses to objects, persons, situations, and ideas.

Introduction:

We can define an "attitude" as a relatively stable, learned, emotionalized predisposition to respond in some consistent way toward one or a group of objects, persons, or situations.

Negative attitudes hamper one's progress, leading to the development of prejudices, hostilities, becoming very critical of others, and blinding one to the logic of others. Because of these factors, we become immobile and passive, thus preventing self-growth.

The development of positive attitudes helps to develop awareness of desirable attitudes and traits. One is enabled to analyze oneself so he can determine his strong and weak points and start doing something about them.

Method:

1. Directive Question:

    1. Do attitudes affect the manner in which you relate to others?

2. Discussion Questions:

    1. What is your definition of attitude?
    2. What are some positive attitudes?
    3. What are some negative attitudes?
    4. Have you experienced embarrassment due to an attitude?

Materials Used:

Handouts: Attitudes — What Are They? (See following pages.)
Tapes: Miracle of your Mind
Transparencies: Public Relations Series Review

Summary:

We have learned the definition for "Attitudes." Also, we are now more aware that negative attitudes hamper one's progress, and do not lend to self-growth.

It is further evident that one should be able to analyze himself to the end of strong and weak points. Therefore, we will agree that development of positive attitudes helps to develop awareness of the self and aids in development of desirable traits in general.

Review:

1. First of all, what is your definition of attitude?

2. What is the difference between a positive and a negative attitude?

3. What is the advantage of being able to determine one's own strong and/or weak points?

4. How does attitude affect the way we relate to others?

WORK CONCEPTS

Objective:

To discuss with the student the concept of work and how it influences one's way of life, personality, and values

Introduction:

If we examine the average adult's twenty-four hour day to see how he spends his time, we note that his work/occupation absorbs more of his time than does any other type of activity. Work in the factory and travel to and from takes up anywhere from 8 to 9 hours of the twenty-four. This does not take into consideration work-related activities.

Sleeping, eating, and other activities engaged in for physical maintenance of the body absorb another 8—9 hours daily. This leaves from 5 to 7 hours for more activities.

So we can see his work is the most dominant influence in a man's life. This is true not only when we talk about time, but true also in a psychological and a social sense.

WORK—SOCIAL LIFE

Work is a principal determinant of social life. The work a man does tells more about him than anything else. For example, when we say that this particular person is a lawyer or a manager or a skilled machinist, we get an idea of his personality as well. Improving skills usually means improving the salary as well as improving social life.

What Is Social Life?

In order to understand the central role of work in our society and the importance of work as a determinant of social life, we must briefly consider the nature of status and the ways in which it is judged.

Values)
Education)
Wealth)
Personality)
Behavior)
Ability)

These are the principal non-occupational criteria used in in judging career fields (Discuss each criterion.)

All of these criteria are combined to a high degree in occupations.

Status is related to a person's prestige and his self-image. It is based, in many cases, on the person's role in the work environment and/or community. In noting this, a person may have a low-ranked job, but his position in community may be in a leadership role. Thus, in a large measure, social life is also related to how other people view you.

Occupational Classifications

Generally, occupations are listed into 6 broad areas:

1. Professional
2. Management
3. Clerical and sales
4. Skilled and supervisory
5. Semi-skilled
6. Unskilled

(Define each level.)

As we go from level six up to level one, we see that different skills are needed.

Occupation and Social Mobility

In our work-oriented society with occupation the principal determinant of social life, it is only natural that occupations are the common means of social mobility. Men and women improve their social life primarily by improving their occupations.

Discussion Questions:

1. What do we mean by occupational classification? How does it relate to skills?

2. What do we mean by social mobility? Is work a principal determinant of social life? Why?

Materials Used:

Pencil, paper, chalkboard, slides from Houston Skill Center and Texas Employment Commission, laminated posters

Summary:

Work is the dominant activity in man's life.

Work is a principal determinant of a man's social life.

The work a man does tells more about him than anything else.

Self-image is related to a person's social life and his work.

Work is important for social mobility. This is also true for education.

ATTITUDES — WHAT ARE THEY?

If you asked a famous jazz musician, a television star, or a professional baseball player about a positive work attitude, each would say that his attitude has had a lot to do with his success. But he

might have trouble telling you why. This is natural. That magic word *attitude* isn't easy to explain or understand.

Stop for a moment and consider yourself. Let's assume that you are a positive person. Your overall attitude is positive. Your basic attitude is positive. Oh sure, you feel negative about some things but, whether you know it or not, you are positive most of the time. It's true, and you should be happy about it.

No one, of course, has a 100 percent positive attitude toward *all* of life, but most people have a positive attitude toward most of life. If your attitude is positive most of the time, you have a good general attitude.

In addition to general attitude, you also have specific attitudes. For example, you may prefer a certain make of car or you may like certain kinds of people. You also have attitudes toward ideas. For example, you may prefer democracy as a form of government.

Let's start with your attitude toward things—cars, for instance; undoubtedly you can name your favorite make of car. Your attitude toward a new sports convertible with pipes and a four-speed stick shift might be expressed as a positive, happy attitude. But your attitude toward an old conservative four-door model might be more of a negative attitude.

You also have attitudes toward people. Maybe when you were in school you had a favorite teacher—your math teacher or your coach. But you may have had a negative attitude toward some of your teachers. Perhaps they expected more work from you, or taught subjects you didn't like.

Now, here is something you must believe: The way you feel toward people really counts. If you adopt a positive attitude toward a teacher, for example, you will learn more from that teacher. But if you hold a negative attitude, you will probably learn less. Remember that your negative attitude toward a teacher hurts only you. It doesn't hurt the teacher.

You have attitudes toward your friends, your neighbors, school officials, policemen, and many other people. Developing a good attitude toward people you know casually is just as important as having a positive attitude toward close friends. Don't forget: People can *sense* a negative attitude.

Now let's consider attitudes toward ideas. For example, think about your own attitude toward learning. If yours is the strong, positive, adventurous attitude of a prospector, you will find that learning becomes easier and you can hit pay dirt.

When you have a good attitude, you try your best. You read the material over more than once. You ask questions in class. You try to understand. However, when you have an "I don't care" attitude, you waste your time.

If you have a negative attitude, you feel learning is "for the birds"; that it is not worth the effort. While others pay attention, you daydream. You say to yourself, "To heck with it. What's the difference?"

So far, you have read that you have a general, overall attitude as well as many specific attitudes toward things, people, and ideas. You even have an attitude toward the article which you are reading. But just what makes up an attitude?

When asked to define the word *attitude*, people often say, "It is the way you feel about something." That answer makes sense. But instead of using the word *feel*, use the word *look*.

Attitude is the way you look at things.

Notice that this definition says that an attitude is the way *you* look at things, not the way others lock at things. You can look at things positively or negatively. It is the *way* you look at things that is important.

But we can't stop there. When we use the word *look*, do we mean the way we see with our eyes? No. We mean the way we look at things mentally. There is a big difference. So let's change that definition.

Attitude is the way you look at things mentally.

Attitude is psychological. It has to do with the mind. It is not physical. It has nothing to do with eyesight. Because it has to do with your mind, you can have some control over it. This means you can *train* your mind to look at the positive side of things instead of at the negative side of things. If you *want* to be more positive, you can be more positive.

Your attitude is controlled by you—no one else. Others may influence your attitude, but you control it. You can look at things mentally in any way you want to. If you look at your future with a positive attitude many doors of opportunity will open to you.

A positive attitude is a priceless possession. Build it, protect it, use it. Your future will be much brighter.

The above is compiled from the chapter "Attitudes—What Are They?" from the book by E. N. Chapman entitled *Your Attitude Is Changing*.

Here are some important points which may help you develop good attitudes.

1. At the beginning of a task, it's our attitude which more than anything else will affect it s outcome.

2. It's our attitude towards life which will determine life's attitude toward us.

3. We are dependent on other people. It's our attitude toward others which will determine their attitude toward us.

4. Before a person can achieve the kind of life he wants, he must *become* that kind of individual. He must think, act, talk, walk and conduct himself in all of his affairs as would the person he wishes to become.

5. Usually, the higher you go in any organization of value, the better will be the attitude you'll find.

6. Your mind can hold only one thought at a time. Since there is nothing to be gained by holding negative, bad thoughts, think successfully and have positive thoughts.

7. The deepest craving of human beings is to be needed, to feel important, to be appreciated; give it to them, and they'll return it to you.

8. Part of a good attitude is to look for the best in new ideas, and look for good ideas everywhere.

9. Don't waste your time telling people your personal problems; it probably won't help you; it cannot help others.

10. Don't talk about your health unless it's good, or unless you're talking to a doctor.

11. Act with an attitude of confidence and well being, act as a person who knows where he is going, and you'll find good things will start happening to you right away.

12. For the next 30 days treat everyone you come into contact with as the most important person on earth; if you do this for 30 days, you'll do it for the rest of your life.

13. Success or failure in anything you do is caused more by your mental attitude than by your mental capabilities and that is the secret of success.

AN ORIGINAL ESSAY
BE YOURSELF
By Betty Schell

Recently I had my thirteenth birthday, and as I came into the teenage world, I found a great problem. This problem is: Should I go along with the crowd, or should I dare to be myself? This problem brought up my speech today, "Dare to be Yourself."

"Chicken!" "You're a chicken!" the gang called to me. I had refused to wrap a house; so I was an odd. This is a typical reaction of a thirteen year-old group. Yet we must admit, we are sometimes guilty of falling for such persuasions.

When the time comes that we dare be ourselves, we must have good reasons. I have thought of three. My first is try to be yourself for your own feeling of satisfaction.

"Everybody's doing it!" is the old cry of today just as it was hundreds of years ago. In fact, in 1831 a visitor to our nation wrote, "After a careful look at Americans, I see countless duplicates in multitudes. Such conformity weakens a nation."

Now I'm not saying that we should be odd for odd's sake because that's nonsense, but I am saying that we should be odd for the sake of developing special talents. To think with our own minds, that's the answer to getting ahead in science, religion, government and all of life.

My second reason is try to be yourself for the whole world needs you. *Washington, Lincoln,* and *Kennedy* would never have made history if they had been complete conformists. Dr. Salk is a good example of an individualist. For six years, sixteen hours a day, he worked hard trying to perfect polio vaccine. When someone asked him how he could work so long, he said, "Because I enjoy it." Dr. DeBakey has found the same reason for success in heart surgery.

My third and last reason to be yourself is to permit the right to be done. It takes a real individual to stand up against the crowd when the crowd is in the wrong. Of course, we must not gripe everytime the gang wants to do something that does not suit us. Yet we must stand up against the wrong even if the crowd will not. "One person can make a difference," John Kennedy said, and how true that is.

I have given three reasons for being yourself.

1. For your own good feeling of a job well done.
2. The world needs you.
3. To permit the right in your conscience.

It is a privilege to live in a country where we can stand up and be an individual! We are not made as little ants working in an ant bed. Ants have only instinct, but we use our minds fully and dare to be ourselves.

A BRIEF STUDY OF ORGANIZATIONS

Goverenment, Civic, Business, Professional, Union, Social

Leadership in any community comes from people who are willing to do extra work without extra pay. When these people get together as an organization, they can make ideas work better and faster. This is why organizations are an important part of career development. Many organizations are a big help in making Houston a great city. They assist in planning and carrying out solutions to problems.

One organization that has "adopted" the Occupational Orientation classes is the Rotary Club. Many fine resource speakers, films, field trips, and printed materials have been supplied by the Rotarians. Some other civic organizations are the Optimists, Lions, and Chamber of Commerce. A few of the business and professional organizations are Retail Credit Merchants' Association, Rice Council, American Medical Association, Houston Livestock and Rodeo Association, Houston Engineers' Council and Corrosion Engineers.

Union organizations were set up to provide a united effort in improving working conditions. Salaries, hours, and working conditions along with fringe benefits, such as insurance and retirement, are usually stressed. Examples of unions are A. F. of L. and C. I. O.

The government organizations that help workers are Social Security, U. S. Department of Labor, and Texas Employment Commission.

Social Security (For the Student)

You must get a Social Security card before you can hold a job. *What is Social Security?* It's a government plan that helps you save money to meet your living expenses in case of sickness, disability, or old age.

When you work, you must pay about five cents out of every dollar (1972) to the government. Your employer takes this money out of your pay check. He, also, pays the government about five cents for every dollar you earn. This means that for every dollar you earn, about ten cents goes to the government. This money is saved for your future needs.

The government uses the money in these ways for members of Social Security:

1. Children under 18 years of age are provided monthly payments if they lose a father.
2. When you retire, you get monthly payments based on your total social security savings. The retirement age for full benefits is 65.
3. If a husband dies before his wife, she gets monthly benefits after age 62.
4. If you get sick or hurt while working, you receive money until you are well enough to work again.
5. After age 65, part of your medical expenses are paid by social security.

To obtain a Social Security card, look in the telephone directory under "U. S. Government—Health, Education, and Welfare Dept." Find the Social Security office nearest you; then write, phone, or visit the office. You will be given a form like this:

APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. **Print in Black or Dark Blue Ink or Use Typewriter.**

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—If none, draw line—) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?

Read carefully all the way through before you begin. Be sure to use blue or black ink when filling in the blanks. Print all answers except No. 14. Be neat.

If you lose your card, you can replace it by phoning or writing:

Social Security
Federal Building
Houston, Texas 77001

The U. S. Department of Labor (For the Student)

The Fair Labor Standards Act establishes minimum wages, maximum hours, overtime pay, equal pay, and child labor standards. This law is made to protect all workers from being paid too small a salary, from working too long hours, and from using dangerous machinery at too early an age. *Minimum* means least; *maximum* means most. The minimum wage for most jobs (1972) is $1.60 per hour. The minimum age is 14 for farming and 16 for other jobs except in the use of dangerous equipment. If dangerous equipment is involved, the worker's age must be 18. The maximum hours for workers 16 years of age and under is three hours per day on school days.

Test

Read the following statements. Put an X in the correct blank:

1. The main purpose of the U. S. Dept of Labor is—
   _____ a. to be sure there are plenty of workers in the U. S.
   _____ b. to locate jobs
   _____ c. to protect the rights of workers

2. The minimum wage per hour for most jobs is—
   _____ a. $2.00
   _____ b. $1.60
   _____ c. $1.50

3. The minimum age to work on agricultural jobs that require no dangerous machine is—
   _____ a. 14 years
   _____ b. 16 years
   _____ c. 18 years

4. The minimum age for a worker to be allowed to use dangerous equipment is—
   _____ a. 16 years
   _____ b. 14 years
   _____ c. 18 years

5. On school days, the maximum hours a worker 16 years of age or under can be on a job are—
   _____ a. 5 hours
   _____ b. 3 hours
   _____ c. 6 hours

Usual Salaries for Entry Level Unskilled Jobs

The minimum wage for unskilled jobs is usually $2.00 per hour for a regular work week of 40 hours—8 hours a day, Monday through Friday. All hours over forty are paid at 1½ times the hours.

The usual deductions from earnings are Social Security, medical insurance, and Federal income tax. Medical insurance will not change as the salary goes up or down, but Social Security and Federal income tax will increase or decrease with the change.

A salary may be based on hourly work or on a set rate for a whole year. The pay checks are generally distributed once a week, twice a month, or once a month.

If a worker is on an hourly salary, he usually agrees to work 40 or 44 hours per week. After that, he receives time and a half for extra hours. Some companies are now hiring people on a 4-day work week. The salary is sometimes lower, but there are more free hours for leisure time or an extra job; however, some companies lengthen the work day to ten hours to make a 40-hour week.

When a worker takes on a second job, this work is called "moonlighting." Before taking a second job, the employee should be sure that he has permission from his company.

CAREER FIELDS

A career field is made up of a number of different jobs that are needed to complete a product or a service. Everyone of the jobs within the field is important and is interrelated to other fields of occupations. If the task is to be completed satisfactorily, there must be a sense of responsibility, pride, and teamwork on the part of each employee and employer.

The Department of Health, Education, and Welfare has set up 15 career fields and examples of occupations in each category. The presentation of 15 careers in no way is intended to cover all of the thousands of available jobs. This is simply an attempt to give a guideline for an investigation of categories that may open doors for future investigation. As self-analysis ties in with the introduction of needs and requirements in each job cluster, the individual student, hopefully, will find interests that will direct his future planning.

INVOLVEMENT (for the student)

Busy people are involved; they are not spectators sitting on the side line. Everyone has a special talent that helps him get involved in a rewarding career.

The three ways in which to become involved are through hobbies, volunteer work, and a job that pays money. Often working for no money leads to a job that pays well.

Hobby leaders are found in your school, your community, and in business. Examples of organized hobby leaders are County Agents and heads of Scout organizations. Call these organizations for free help. (The County Agents' number is 228-8311, ext. 402; the Boy Scouts' number is 224-9111; the Girl Scouts' number is 527-7315—1972.)

Volunteer leaders are found in the Red Cross, Amigos and many like organizations. Get involved with other teenagers who are volunteering to help build a better world.

Part-time jobs may be found in your own neighborhood, or check the want ads in the local papers. The Texas Employment Commission will help you. The number is 225-1711.

Write down the kinds of jobs you think you can do well; write your qualifications. Practice reading what you have just written. Now you are ready to phone about a job.

SAMPLES OF FORMS FOR STUDENTS TO USE IN SECURING RESOURCE ASSISTANCE

REQUEST FOR SPECIFIC INFORMATION IF THERE ARE NO OBJECTIONS

Careers in _____
(Name the career field.)

I. Job titles and descriptions of work to be done. (Please include duties, usual hours of work, as well as extra-curricular activities.) Entry level descriptions are very important to us.

II. Qualifications for above positions

Education
Physical
Emotional
Hobbies)
Volunteer projects) —helpful considerations
Experience)

III. Salary range for positions or jobs mentioned in I. Income is based on current wages (October, 1972). Include fringe benefits, if any.

Minimum _____ Maximum _____

IV. Predicted needs for positions in this career field.

1975 _____
1980 _____
1985 _____

V. Suggested opportunities beyond maximum salary. _____

_____

VI. Advantages and disadvantages of this career field.

Advantages _____

Disadvantages _____

RESOURCE PERSONS

We need resource people to help us by providing, or referring us to the proper sources to get the following:

1. Speakers for classes
2. Field trips
3. Free brochures, pamphlets, etc., on an unlimited number of occupations
4. Films and filmstrips that we might use on a loan basis

It is hoped that speakers will cover the following information as well as any other deemed necessary:

1. Training necessary for position—
   a. Where available
   b. Length of training time
   c. Approximate cost
2. Employment after training—
   a. Where available
   b. Chances for employment
   c. Average pay
3. Valuable opportunities for worthwhile service to society

RESOURCE ASSISTANCE

Name _____

Title or Occupation _____

Phone _____ Address _____

I. I can serve in one or more of the following capacities:

_____ 1. Speak to class
_____ 2. Arrange a field trip
_____ 3. Loan audiovisual materials
_____ 4. Furnish free printed materials or samples
_____ 5. Give guidance in a hobby, volunteer, or part-time job

II. A teacher will call you to set up dates and times most convenient for you.

III. Please send these completed forms to:

_____

_____

_____

PATTERN TO OBTAIN INFORMATION BY INTERVIEWS

I. Students should be clean, neatly dressed, and polite. The business people are giving their time because they care about young people. Show them appreciation by your courteous attitude, your ability to listen, and your sincere desire to communicate. If you have asked for an appointment, be sure to arrive on time. Leave your friends at home or in the car while you are interviewing. Take note paper and a pencil with you.

II. Plan and rehearse your questions

A. Suggested questions for information are:

1. Mr. _____, I am John Doe from the career class at _____ Junior High School. Thank you for the opportunity of visiting you.

2. I want to be sure I have your *name* and *title* correct in my notes.

3. I am anxious to know more about your work. Would you please give me a description of the work you are required to do?_____

_____

4. When we make our four-year plans for high school, what particular courses would you recommend, if we plan to go into your kind of work?_____

_____

5. What physical requirements are needed in your work?_____

_____

6. What hobbies or volunteer work could I get into now to help me do a better job in your career field?_____

_____

7. Would you please list advantages in your kind of work?_____

_____

8. I would also like to know disadvantages on your job._____

_____

9. What is the salary range in your career field? Beginning_____ to top_____ .

10. Will you give me names of schools I might go to for special training?_____

_____

11. I would appreciate having names, addresses, and phone numbers of people who might be able to give me job information when I am ready to go to work in this field._____

_____

_____

12. Thank you for your time. I have learned a lot, and I appreciate it very much. I'll share this information with my classmates.

B. Be sure to read the notes you took as soon as possible after leaving the interview. If the notes are not clear, rewrite them while they are still fresh on your mind.

INTERVIEW FORM

Name_____ Date_____

1. What is your occupation?_____
2. What are your specific duties? _____

   _____
3. What are your work hours?_____
4. Do they employ dropouts? _____ High School Graduates?_____

   College Graduates? _____
5. Are there any physical requirements for the job?_____

   _____
6. Were there any subjects in high school that prepared you for this job?_____

   _____
7. What were your reasons for selecting your occupation?_____

   _____
8. Do you have to take an examination for this job?_____
9. What are the physical demands, working conditions, and hazards?_____

   _____
10. What are your opportunities for advancement?_____

    _____
11. What is the minimum age limit? _____
12. Do you have to belong to a union?_____
13. Is this career area expanding or contracting?_____
14. Could you give two or more advantages of your job?_____

    _____
15. Could you give two or more disadvantages of your job?_____

    _____

SAMPLE OF LETTERS FOR STUDENTS TO USE IN COLLECTING RELEVANT MATERIALS

_____ Junior High School

_____
(Address)

_____
(Date)

Dear Parents, Friends, and Neighbors,

Our class is learning about the working world this semester. We want to plan our future education wisely so that we will be prepared for a satisfying career with good pay. We know that the best information will come directly from people on the job, so we are asking for help in our community.

I am attaching a list of the job fields (with example of each) and the approximate date we will study each of them. Our course is flexible, and we can change dates if necessary.

Please let us know if you or someone you suggest can provide our class with one or more of the following resources by filling in blanks and checking on the appropriate lines:

My career is _____

Profession or company _____

Address _____ Phone _____

I can provide the following:

Speaker _____

Films _____

Printed Materials _____

Field trip _____

The approximate date I can come is _____

My name _____

Student's name _____

Thank you for your cooperation. As business and education join hands in preparing for future careers, we believe everybody will gain a great deal.

Sincerely,

_____
(Student's Name)

_____

(School or home address)

_____

_____

Date, 1972

Name_____

Title_____

Address _____

Dear _____:

A new approach to education is being offered in Career Development. Its purpose is to focus subject-matter and hobbies on today's needs in the world of work. Your help is urgently needed.

Please send any information that is available on topics, such as:

1. Chief function of your company
2. Job descriptions
3. Entry level qualifications
4. Salary range
5. Company benefits
6. Places of employment
7. Suggested schools or training centers
8. Future opportunities

I also would appreciate any pictures, pamphlets, and trade magazines you can spare. If you can loan any films, slides, or tapes, they would also be beneficial. Your assistance will be of great help to many future employees.

Very truly yours,

PLANS AND PERMISSION SLIP FOR STUDY TOURS

STUDY TOUR

Going to a place of business is a privilege. In order to get the most from the trip and to make it possible for future trips to be taken, the following rules should be observed:

1. Realize these business people care about you and are giving freely of their time. Show them courtesy and appreciation at all times.
2. Be clean and neat.
3. Avoid gum chewing, smoking, or loud talk.
4. Know why you are taking the field trip and search politely for career information.
5. Observe all rules of safety.
6. Take a small notebook and pencil for information you will gain.
7. Be on time and follow instructions of your teacher and the guide in the business establishment.
8. Stay with your group but do not push to get ahead of others.
9. Be sure to bring to your teacher a permission slip signed by your parent or guardian.
10. Remember you are representing yourself, your family, and your school on this field trip. Any bad comment may keep you from the privilege of making future trips.

Date _____

To Whom It May Concern:

My son or daughter, _____, has my permission to make a

study tour to _____ on the following date_____

from _____ o'clock to _____ o'clock.

Sincerely,

_____ Signature of Parent or Guardian

How to Arrange and Conduct Study Tours to Business and Industry

A. Educational Objectives

The study tour should be planned to meet student needs and the objectives of the course. The objectives of the course should be studied to see whether the place of visitation can meet basic needs and other objectives.

Careful consideration should be taken to insure that students know exactly what objectives are to be looked for so that too much information will not be given in order to avoid confusion.

B. Purpose of the Study Tour

To aid students in receiving additional information concerning topic/s being studied

To gain first-hand information concerning the world of work

To observe on-the-job operations

To show students present and future available jobs within the immediate area

C. Arranging for the Study Tour

Selection of business or industry

Consider convenience of place chosen for visitation.

Contact public relations director (to expedite time) or secure information from company regarding name/s of person/s to contact for visitation privileges.

Explain the objectives of the program and tell why you are desirous of visiting the particular business or industry.

Spell out areas that you would like covered (if possible), discussed, shown, or pointed out during visit.

Discuss date and time of visit, the length of time necessary for students to get the needed information. This information should coincide with the length of time that students will be allowed to be away from the building.

Give the number of students participating in the field trip. (This may influence the operations that may be viewed and the amount of time needed.)

Confirmation

Write letter to business or industry to confirm visitation, which is usually done by telephone or oral communication.

Instructor's Preparation

The instructor should make a survey of site so that he will be familiar with information, plant lay-out, and any other pertinent matters that may be shown or discussed during the study tour.

The instructor should be assured that job operations that will be observed have a favorable employment outlook.

Approval from Administration

Relate to the principal the purpose of the study tour, site selection, date, time of departure and length of time that students will be out of the building, and number of students to participate in field trip.

Secure Transportation

Arrange for transportation in accordance with the school district's policy. Arrangements should be made early to confirm date and time of departure and arrival.

Parental Permission

Give forms to students with information concerning study tour: name and address of business or industry to be visited, date of visit, time of departure and arrival to and from school building. Parents should sign and return forms; thus releasing students from school to participate in the study tour on the specified date.

Teacher Permission

Give forms to students with regular daily schedules. Each teacher should sign the forms; thereby giving permission for students to be out of their classes for the date and time designated for field trip.

D. Preparation for the Study Tour

Explain purpose.

Discuss in class how the study tour can add to objectives of the course.

Explain items to look for during the study tour.

The instructor will have taken note of important factors during the initial visit that he will want to share with the class.

Spell out rules and regulations.

State rules of conduct. Example: boarding bus, conduct on bus, conduct during visit, safety precautions, arrangements for meals (if students will be away from school during lunch time), return trip arrangements.

Student Preparation

The students should prepare questions according to information already received from project being studied.

Assign special duties to any students that are mature enough to carry them out: example, monitor, operate tape recorder, photographer, recorder. All such duties should be assigned early enough that students will be able to prepare for such assignments. (Check out and inspect equipment for its proper performance.)

E. Study Tour

Tour business or industry under direction of assigned personnel.

Secure interviews form personnel (if permissible).

Have a question and answer period (if permitted by host business or industry).

F. Follow-up Activities

If pictures were taken, they may be shown to the class for viewing and discussion.

Projects may be started, if visit created any interest.

Write thank-you letter to company visited. (This insures future trips, better cooperation, and good public relations.)

G. Evaluation

Conduct written and/or oral evaluation. (Questions and answers of what was seen or gained from the study tour.) The instructor should keep this information on file.

The instructor should evaluate the study tour to find if objectives, planned or new, were met. Consider length of time (too short or too long) of visit, facilities viewed, method of presentation, knowledge gained, and over-all worth of visit.

Mail evaluation slip to business or industry visited so that they will have the opportunity to state their ideas on whether or not the study tour/s was a success according to their standards. (This information helps in preparation for future study tour/s.) Attach evaluation slip to thank-you letter.)

Houston Independent School District

3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
AREA CODE (713) 623-5011

September, 1972

Dear Parents,

Attached is a questionnaire regarding your occupation.

As part of our program, Occupational Orientation, we are attempting to:

help junior high students learn in depth about careers and occupation

enable these students to make choices and decisions toward future careers or occupations that will fit their individual needs, aptitudes, abilities, and interest

provide knowledge of the present and ever changing opportunities of the world of work

create an appreciation for the dignity and worth of work.

By filling in and responding to the enclosed form, you will be helping us attain these ends.

In addition you may afford these pupils the benefits of your experiences, knowledge, and background by actively participating in one or several of the capacities listed. If you wish to have an influential part in shaping the future of youngsters, preparing for productive lives, participate in this program.

Yours truly,

Occupational Orientation Teacher

(Form to accompany letter on preceding page.)

Name_____ Date_____

Name of occupation_____

A. Description of occupation:

Nature of work: (Write in each blank the term that best describes requirements of this occupation—all of the time, some of the time, seldom, never.)

1. Be of service to people_____
2. Work out-of-doors_____
3. Do things with your hands_____
4. Read_____ Study_____
5. Write_____
6. Operate machinery_____
7. Travel_____
8. Do detailed work_____
9. Explore_____ Investigate_____ Discover_____
10. Work with people_____

B. Working conditions:

1. Where are employment opportunities in this occupation located?_____

_____

2. Is the work seasonal?_____
3. Health and accident hazards_____

C. Living conditions for family:

_____

D. Employment opportunities and trends:

1. In the future, will the need for people in this occupation be

More? _____ Less?_____ The same?_____

2. What occupations could I shift to if employment opportunities decline in this occupation?

_____

3. Are the opportunities good for advancing from this occupation to a better one?_____

_____

E. Wages, work hours, and employee benefits:

1. Salary people in this occupation receive

   Lower $ _____ Higher $ _____ Average $ _____

2. In this occupation, do people work

   by the hour? _____
   by piece-work? _____
   for a salary? _____
   for a commission? _____
   for fees? _____
   as self-employed business owners? _____

3. Work hours per week _____

4. Paid vacation provisions _____ Sick leave _____

5. Retirement benefits _____

   _____

6. Any special hazards such as temporary unemployment (seasonal, etc.), risk of financial loss, being killed or disabled _____

   _____

F. Training requirements:

1. Years and kinds of education required to enter this occupation _____

   _____

   _____

2. Special requirements: (license, special examination, etc.)

   _____

3. Special work experience required _____

   _____

4. Where training can be obtained _____

   _____

5. Approximate cost of training _____

G. Personal qualifications needed to succeed in this occupation:

1. Age and special physical requirements _____

   _____

2. Special personality characteristics needed for this occupation_____

_____

_____

3. Special abilities required_____

_____

H. Personal conclusion:

1. What I like most about this occupation_____

_____

_____

2. What I find less attractive about this occupation_____

_____

_____

3. Can you visit our class or do you have a representative from your company who can visit?

Name _____
Address_____
Telephone _____
Company_____

4. Will you serve in one or more of the following capacities?

A speaker in class_____
Arrange a field trip for students and teacher_____
Arrange field trip for teacher only_____
Secure free printed materials_____
Serve on advisory committee_____

CONTESTS THROUGHOUT THE YEAR

CONTESTS AND ACTIVITIES APPROVED FOR STUDENT PARTICIPATION
for
School Year 1972-73

Specific dates can be obtained by calling the companies or organizations listed here.

Annual Fire Prevention Poster Contest (Grades 1-12)

Sponsored by: State board of Insurance
1110 San Jacinto Street
Austin, Texas 78786

Attn: Director of Fire Prevention

Cravens, Dargan Insurance Company
1903 Hermann Drive
Houston, Texas 77001

Attn: Mr. Glenn Epstein, Advertising Manager

Intercultural School Art Program (Grades 7-12)

Sponsored by: American Red Cross, Houston Chapter
2006 Smith
Houston, Texas 77006

Attn: Mrs. Mamie Ward, Director

Painting Inspired by Music (Grades K-12)

Sponsored by: Houston Symphony Society and the
Contemporary Arts Association

Attn: Mrs. La Trelle Mercier, Publicity Chairman
Houston Symphony Society
615 Louisiana
Houston, Texas 77002

Essay Contest (Grades 7-12)

Sponsored by: Houston Legal Foundation

Contact Person: Mr. Overton C. Jefferson
7903 West Montgomery
Houston, Texas 77018

Essay Contest (Elementary Grades 5 and 6, Junior High Grades 7 and 8, Senior High)

Scholastic Art Awards (Grades 7-12)

Sponsored by: Foley's
1110 Main
Houston, Texas 77002

Attn: Mrs. Pam York, Director of Special Events

Annual Editorial Cartoon Contest (Elementary-Senior High)

Sponsored by: Higgins Ink Company
Division of A. W. Faber—Cartell
12450 Shepherds Ridge Drive
Houston, Texas 77077

Attn: Mr. Frank Smith

Annual Art Contest on Human Relations (Grades 1-12)

Annual Essay Contest (All Grades)

Sponsored by: Board of Education
Houston Independent School District

Attn:
Reverend D. Leon Everett
Board of Education Human Relations Committee
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027

Annual Poster and Essay Contest (Grades 7-9)

Sponsored by: United Fund of Houston
215 Main Street
Houston, Texas 77002

Attn: Ms. Joan Lockman

Spring Art Festival (Grades 7-12)

Sponsored by: The Houston Post

Science Fair (Grades 7-12)

Sponsored by: The Houston Post and the
Engineers Council of Houston

Contact Person for all Three Contests:

Mr. James C. Myers, Projects Manager
The Houston Post
4747 Southwest Freeway
Houston, Texas 77001

Annual Radio Tape Presentation Contest (Elementary, Junior and Senior High)

Sponsored by: San Jacinto Tuberculosis and Respiratory Diseases
Association
2901 West Dallas
Houston, Texas 77019

Attn: Ms. Betty Murphy

Law Day Essay Contest (Grades 7-12)

Sponsored by: Houston Bar Association and HISD

Houston Bar Association
728 Main Street
Houston, Texas 77002

Attn: Mr. R. B. Voight

Computer Contest (Grades 7-12)

Sponsored by: Region IV ESC

Attn: Mr. Jay Justice
6216 Irvington
Houston, Texas 77022

Slide Rule Contest (Grades 7-12)

Sponsored by: University of Houston
3801 Cullen Blvd.
Houston, Texas 77004

Attn: Mr. Burt Frazier, Cullen College of Engineering (University of Houston)

Student Activities Conference (Grades 7-12)

Sponsored by: University of Houston and University Interscholastic League

Attn: Dr. R. H. Williams
University Interscholastic League
P. O. Box 8023
Austin, Texas 78712

Special Guided Tour

Sakowitz (downtown) October 2 beginning date. Continues for a two-week period. Call 224-1111 Ext. 458 for details.

INSTRUCTIONS FOR PLANNING PROGRAMS TO INTRODUCE OCCUPATIONAL ORIENTATION TO THE PUBLIC

PRODUCING SLIDES — TAPE PROGRAMS

Prepare your visual presentations with motivation as the underlying purpose. Accept a realistic attitude of current student reactions to existing problems. From this introduction of realism, an investigation of "ways out" might follow. This method leads directly into a program of factual information about the nature of a given career, the training required, and the employment opportunities. The current as well as predicted opportunities should be included.

Since teenagers are highly sensitive and can easily identify with moods, the writer may do well to create various moods throughout the presentation. This is done not only with choice of words, but also with inflections, and with music.

After the purpose and moods of the presentation have been determined, the writer is ready to outline his work. The outline is followed by a script. Approximately three sentences for each picture are usually a desirable number.

After the script is written, pictures should be taken. They will be selected for the message written in the script. The experiences of picture taking and interviewing may change the script somewhat, but the underlying purpose should remain constant.

Self-evaluation should precede and follow the factual investigation. It should be done on an informal basis with current idioms included.

The transition through script and pictures should be carefully put together to make a smooth presentation.

A suggested outline is as follows:

I. Self-inventory (include good and bad current problems and reactions)

II. Questions regarding a specific career
   A. Advantages
   B. Disadvantages
   C. Qualifications

III. Examples of people involved in this career
   A. On the job
   B. In hobbies
   C. In training

IV. Present and future opportunities in the specific career

V. Repeat questions asked about the specific career in No. II.

VI. Apply knowledge gained to self-evaluation (use an optimistic mood).

PLAN YOUR PICTURES

"Look Before You Snap" *by Dorsey Connors*

1. Do you really know your camera? Perhaps a consultation with your local camera store might fill you in on details of its operation. If the camera is new or hasn't been used for a while, best you do a test run on a roll of film. Have it developed, and your friendly camera salesman will tell you where you goofed.

2. Be sure the camera and flash-battery contacts are clean. (This is my trick: I clean the battery contacts with a pencil eraser.) Be sure your batteries are fresh.

3. The personal touch will make your snapshots prized possessions. Otherwise, you may as well buy postcards. Right? Think before snapping. Why are you taking this picture? What do you want to say to the viewer? Try to include *one* idea in each picture.

4. When photographing skyscrapers, shoot upward, avoiding moving crowds. When photographing scenes such as a harbor or fishing village, do a panoramic shot of the whole, then zoom in for several shots of interesting objects. Remember that a few people and details are more interesting to the viewer than scenic views. A member of the family peering at the Grand Canyon will mean much more than just a shot of the gaping hole. But *have your subjects in action* and not posing stiffly. *Have them look at the scene and not the camera.*

5. Shooting early in the morning or late in the day will give a warm orange glow to your pictures. Don't let rain deter you. Dramatic shots can be taken just before, during, or after a rainfall.

Snappy snapping to you!

THE HOUSTON CHRONICLE — October 2, 1972

SAMPLE OF SLIDE PRESENTATION FOR INTRODUCTION OF OCCUPATIONAL ORIENTATION

INTRODUCTION TO OCCUPATIONAL ORIENTATION SLIDES WITH NARRATION

by Mary Elizabeth Schell

This presentation is written in scenes, so it may easily be divided in order to use only the portions appropriate for a particular group. Present only what is suitable to special interest groups. Students will appreciate having the slides pertain to their particular school and feature pictures of their faculty and classes.

The program may include prologue, all scenes, and the epilogue if it is to be used for P. T. A., civic, business, or professional organizations. Time and interest of the audience should determine how much of this presentation should be used. Purpose of the program is the fundamental consideration.

Most scenes include slide suggestions and narration combined; however, the Prologue and Scene II (Orientation) are written with the suggested list of pictures separated from the narration. This division of material is made because the Prologue and Scene II are detailed descriptions that can serve as a speaker's guide if slides are not available.

INTRODUCTION TO OCCUPATIONAL ORIENTATION SLIDE PRESENTATION IN HOUSTON

Prologue

I. Picture of Houston

II. Picture of administration building

III. Picture of U.S. Commissioner of Education—Dr. Sidney Marland

IV. Picture of State Commissioner—Dr. J. W. Edgar

V. Picture of Mr. John Guemple—Associate Commissioner for Occupational Education and Technology

VI. Picture of Mrs. James Tinsley

VII. Picture of Dr. George G. Garver—General Superintendent

VIII. Picture of Dr. J. Don Boney—Chief Instructional Officer

IX. Picture of each principal in schools participating. They are Black, Ryan, McReynolds, Thomas, Miller, Johnston, Patrick Henry, E. O. Smith, and Fondren. (This picture will be changed for school where show is to be given.) (The names of the elementary principals may be obtained from the Consultant of Occupational Awareness.) (*Omit except for particular school seeing show.*)

X. Picture of each building where class is taught. (See list in IX). Picture will change as presentation is taken from one building to another. (*Omit as above*)

XI. Picture of each class involved in an activity. Refer again to IX for list of schools. Use classes for the school where presentation will be made.

SUGGESTED SCRIPT TO ACCOMPANY SLIDE PRESENTATION OF OCCUPATIONAL ORIENTATION

Prologue

Introduction to Occupational Orientation (Series of fast flashing slides while narrator reads prologue)

Have you noticed some good news in education recently? It's Career Development—a new approach to learning. Modern needs from the heart of business are being taken to the center of the curriculum. Guidelines for this course are based on the current and future needs of today's working world. Emphasis is placed on recognition of the individual and the human activities that make products and services possible.

Rapid changes in education requirements are needed as a result of increased automation, population growth, and equal employment practices. The approximate 80 percent academic and 20 percent occupational curriculum is not meeting today's needs. These percentages need to be voluntarily reversed in all geographic areas and at all ability levels.

U.S. business leaders have proved their ability to organize and carry out procedures which bring successful results. Business leaders keep pace with the current tempo and set enviable records by continuously updating their methods in order to meet new demands. Educators are gaining a great deal by following the patterns of business and even joining hands with professional, industrial, and labor leaders who can "tell it like it is." All of society stands to gain when the world of work is fused directly into education. There can be no optical illusion in focusing career development on subject matter at all grade levels.

When Dr. Sidney Marland came to Houston for a national principals' meeting in 1970, he was full of enthusiasm about career development. He was pleasantly surprised to learn that the Houston Independent School District was already hard at work on the first phase of Career Development—Occupational Awareness in kindergarten through the sixth grade. Dr. Marland was well pleased and said, "That is good. Let us go forth throughout the land and multiply this new concept of Career Development." State Commissioner of Education, Dr. J. W. Edgar, approved and established a statewide advisory committee to study and recommend direction for career education in Texas.

Mr. John Guemple, Associate Commissioner for Occupational Education and Technology, provided leadership and support by encouraging pilot programs within the state.

The Houston Independent School District Board of Education, recognizing changing employment patterns, adopted a new policy on August 10, 1970. This policy called for the development of a curriculum that would provide appropriate emphases in career development in all levels—K through 14. There would also be classes for all adults who want continuing education and guidance in the Houston Independent School District.

Mrs. James Tinsley, Board of Education member, was appointed Chairman of the Occupational Education Committee. As a result of the committee's work, programs were set up for Occupational Awareness in elementary schools, Orientation and Exploration for the middle school students, and skill training on the senior high level.

Dr. George G. Garver, General Superintendent, approved of the direction and encouraged the development, as did Dr. J. Don Boney, Chief Instructional officer of the Houston Independent School District. He began moving curriculum into career emphasis. The public schools began the task of structuring subject matter and experiences to prepare students for career decisions in the adult working world.

This is one of the principals where the action takes place. He is Mr. _____, and here is the building where Occupational Awareness, Orientation, and Exploration are an intergral part of the daily activities. (*Omit for general meetings.*)

Building on career needs from the cradle to the grave is not just a theory in the Houston Independent School District: it is already a practical application. Let's take a look at classes of Career Development as it evolves through the Houston Independent School District's K through 14.

Here are the classes where *doing* is the order of the day. Learning *who* you are, *where* you are going, and how to get there—*that's* the purpose of Career Development. These students are putting together talents found within themselves for needs found in the business world. The results are already solving individual and collective problems that have created universal puzzles for many years.

SUGGESTED SCRIPT FOR ELEMENTARY SLIDE PRESENTATION

Scene I — Awareness

I. Here are happy workers in (3 kindergarten pictures) — "What hat will I wear?" activities.

II. And here are farm unit displays set up by first graders (3 first grade slides).

III. The second graders are role playing workers in the city — (3 second grade slides).

IV. The third graders are enjoying the workers made from the cardboard rolls in paper towels (3 third grade slides).

V. Fourth graders are taking a field trip to a bakery (3 fourth grade slides).

VI. And here are fifth graders making a mural of transportation workers (3 fifth grade slides).

VII. The sixth grade is busy at work on research about manufacturing (3 sixth grade slides).

VIII. Teachers blend in the consultants' Occupational Awareness materials with the existing curriculum in all subjects (3 slides of work of teachers).

(See Consultant, Occupational Awareness, for more details if needed. Verify the suggested subjects indicated for each grade level.)

SUGGESTED LIST OF SLIDES TO GO WITH INTRODUCTORY LECTURE FOR OCCUPATIONAL ORIENTATION

Scene II — Orientation

I. Happy students shake hands across Occupational Awareness and Occupational Orientation poster or books with large titles.

II. Students taking a test

III. Objectives — Live most — serve best by

A. Finding reasons for school
B. Investigating today's job needs
C. Researching future job needs
D. Practicing teamwork
E. Taking part in hobbies

F. Becoming involved in volunteer work
G. Doing effective planning
H. Setting realistic goals

(This may be carried out by one or more slides.)

IV. Books — *World of Work* or others

V. Social Security

VI. U. S. Department of Labor

VII. Self-analysis (student reading or writing board work)

VIII. Workers (show overlapping of job fields on one project)

IX. Construction workers

X. Transportation workers (water—bus—plane)

XI. Shopping center activity (consumer—homemaker)

XII. Personal services worker (dog care—barber—beautician)

XIII. Communication worker (TV—newspaper)

XIV. Health worker (orderly—nurse)

XV. Marketing and Distribution workers (advertising and/or salesman)

XVI. Business Office (director and/or typist)

XVII. Manufacturing

XVIII. Agri-Business — Natural Resources (dairy, rice mills, forest ranger)

XIX. Marine Science (scuba diver)

XX. Environmental control (Dr. Quibido suggests monitoring pollution count in science clubs.)

XXI. Public Services (utility worker, social worker, teacher)

XXII. Fine Art — Humanities (Alley Theatre, Jones Hall)

XXIII. Hospitality — Recreation (Astroworld, Hermann Park)

XXIV. Film or AV center in school library

XXV. Speaker in class

XXVI. Poster

XXVII. Letter (or student writing a letter)

XXVIII. Pamphlets

XXIX. Reading and math activities (board work)

XXX. Magazines and newspapers

XXXI. Role playing (in class)

XXXII. Game (occupational bingo, crossword puzzle, or other)

XXXIII. Self-Analysis (student pondering over "Who Am I?")

XXXIV. Four year plans (sample form)

XXXV. Involvement — Action in

A. Hobbies
B. Neighborhood projects
C. Volunteer work, part-time jobs
D. Red Cross
E. Y.M.C.A.
F. 4-H

(Any or all of these examples may be included.)

INTRODUCTION TO OCCUPATIONAL ORIENTATION

Scene II — Tape Presentation

I. In transition from elementary to junior high school, seventh and eighth graders are made aware of the Career Development concept in all phases of growth. This picture indicates the feeling of teamwork and unity as students in middle school orientation join hands with students in elementary awareness.

The junior high school program began in the fall of 1971 and is called Occupational Orientation. Forty-eight classes were organized, and the number grew to 51 in 1972. Duration of the course is 18 weeks or one semester. Students were selected at random by the counselors. This course is geared toward all levels of ability as well as all economic brackets. There is an interrelation of all careers when pride and teamwork exist.

II. Very early in the semester all Occupational Orientation students are given a pre-test as a guide for teachers to measure attitude and knowledge of the working world. At the end of the semester, the exact test is repeated. A comparison of the pre- and post-tests should give a firm basis for making future plans.

III. Objectives of Occupational Orientation are carried out in students getting to know their own strengths and weaknesses, their own likes and dislikes and then applying this self-understanding to knowledge of present and future needs in the world of work.

IV. Books and library references are used to research career needs.

V. A representative from the Social Security Department comes to visit classes early in the semester. Every student is advised of his benefits from Social Security. Applications are furnished every student who does not already have a card.

VI. The U. S. Department of Labor comes next to inform students of their rights and their responsibilities in the world of work. The representative shows films and answers questions.

VII. Getting to know yourself and accepting your *good* points—the *strong* qualities within each person—is the purpose of self-analysis. Each person has to strive toward continuous improvement but, at the same time, accept and like himself.

VIII. Putting one's self into the right spot to do the job for which he is best suited is the primary goal of self-analysis. In applying this knowledge of self, the student is made aware of teamwork and the interdependence of one worker with another. This need exists within a career field as well as between all career fields.

IX. The first of the 15 career fields is construction. All fields are investigated here, but construction was assigned to the state of Texas for special emphasis. All 15 fields were assigned to individual states by HEW, and later would be compiled into one book for the entire nation.

X. Since Houston is the second largest seaport in the nation, and since most of today's careers require mobility, the transportation unit was chosen next.

XI. The homemaker and consumer keep the nation's economy on the move; so this field is of utmost importance to everyone.

XII. No one can live comfortably without personal services. This example of care is a personal service that teenagers can get involved in at an early age.

XIII. Careers in communications have changed our lives more in the last 25 years than has any other field. Instantaneous messages by television and radio as well as the printed word media have improved man's knowledge of the world in which he lives.

XIV. Modern medical care has increased needs for new careers and opened doors for new research. The health team behind each patient continues to grow in number.

XV. With instant methods of communication come changes in advertising. With faster means of transportation come new demands on sales. Marketing and distribution are ever changing in methods and media.

XVI. Automation has replaced some of the office jobs, but it has opened new careers in engineering and mechanical fields. Business leaders are needed in greater numbers than ever before. To produce a better product takes people as well as machines. Competition is keen; so students must be ready.

XVII. Did you ever stop to think of all the people involved in manufacturing a garbage can? a nail? a computer? Students in Occupational Orientation visit factories to see the procedure and to know the meaning of teamwork.

XVIII. In the Houston area, agri-business and natural resources include many facets—dairy, cattle, and rice are three important fields. Fruit, vegetables, and many trees for lumber are nearby. Houston's natural resources of gas and oil are also present. There is great wealth in the soil of the Houston area.

XIX. In Marine Science many research experts are going to Galveston Bay for specimen of plant and water life. Scuba diving for pleasure, for research, and for industry is offered at a number of local schools.

XX. Along with progress come problems in environmental control. This need opens many new fields of careers. With man's knowledge of his surroundings comes a demand for more and more careers in cleaning and maintaining a world of clean air and water.

XXI. If anyone asks you which careers are needed most, you might want to take a close look at public service. Imagine your life in this modern age without the services of water, light, and gas companies; imagine the garbage collection being ignored for a few weeks! This happened in New York City, and people there can tell you about the importance of public service careers.

XXII. Houston is noted as a cultural center in all the arts. Man expresses his hopes, his dreams, and his frustrations through fine arts, and many doors of understanding are opened. The Alley Theatre is noted for its highly successful productions of plays that were a flop on Broadway. Jones Hall brings outstanding musicians, opera, and film festivals. The art museums include the well-known classics as well as unknown contemporaries. Summer Theatre at Miller Theatre is free to everyone. It's all here in Houston.

XXIII. In the field of hospitality and recreation is the Astrodomain which includes major league ball games, boxing, and an amusement park. With seating capacity for 60,000 in an air-conditioned stadium, there are recreational careers in action every day of the year.

XXIV. To learn about careers in all these fields, students make study tours and get a first hand view. They also see films or make their own slide presentations.

XXV. Many excellent resource speakers have volunteered to come to each class in Occupational Orientation. Students, civic clubs, and business organizations help teachers locate these excellent speakers. Education and industry make a great team.

XXVI. To satisfy the creativity within artistic students and to inform the public of the work being done in career development, many posters are made. One picture is worth a thousand words. Posters bear out this quotation.

XXVII. Students are encouraged to send for information in career fields which they find interesting. All students write thank-you letters to the speakers and sponsors of study tours. Concern, appreciation, and good letter form are all included in directions for letter writing.

XXVIII. As free materials are collected, they are distributed and shared by students who have shown interest in the field that supplies the literature. Teamwork and organization of materials are emphasized.

XXIX. Whenever necessary, reading and math skills are repeated as needs are shown. Earning a good living is not satisfying unless one also knows how to spend wisely and budget for the future.

XXX. The career corner includes new materials in newspapers and magazines. The changing job market is noted and applied to all fields of interest.

XXXI. All the world's a stage and Occupational Orientation is no exception. One of the most exciting activities is role playing. Students gain an understanding of themselves, of each other, and of the world of work when they take part in improvisational skits.

XXXII. Playing games in job situations makes learning fun. Even the names of tools and terms of the trades are easy to learn in crossword puzzles and Occupational Bingo. Most of these games were written and produced by the students.

XXXIII. After the games, the field trips, good speakers, and films, it is time again for each student to apply what he learned directly to himself. Can he meet the qualifications that will be required? Does he enjoy this kind of work as a hobby? Does he enjoy being with the kind of people involved in this work? All the questions are to be answered. As the student reviews his good points and his strong qualities, he must decide what career is right for him.

XXXIV. The time of decision moves directly into four-year plans. What is required for graduation? Do I need college for my choice of careers? What will I choose for my elective? All of these questions should be answered with ease if Occupational Orientation is understood by the student.

XXXV. The time to get involved is *now*. A series of "now experiences" makes your future. What activities will give you pleasure and help prepare you for your career? Think back on choices you have made in hobbies, in volunteer projects, in part-time work, or in organizations? No mind is a vacuum. It will fill with fruitful or useless ideas. This is a fast moving world with no room for spectators who repeat canned words. Be yourself, but get involved in the action now. It's your turn.

Scene III — Explanatory

I. The senior high school offers many courses leading directly to a career upon graduation. (pictures of environmental control classes at Sam Houston; printing, mechanics, computer, electronics at Houston Technical Institute; and commercial dressmaking at Wheatley)

II. Academics are also included. These courses lead to college work if career needs require it. (language class, math, English)

III. Special interests are satisfied, too. (Oceanography Center, High School of the Performing and Visual Arts, and High School of Science)

Scene IV — Adult Classes

I. For those who did not complete high school, special classes are offered by the Houston Independent School District at the Houston Skills Center. (several slides)

II. At New Waverly, Texas, the Houston Independent School District is involved in pre-apprentice shop training. (slides)

III. At night, adults who finished high school as well as those who did not are involved in classes, laboratories, and shops. There are many fields of interest for all ages and all levels of ability. (Harper Elementary, Houston Technical, Addicks) (slides)

IV. The night adult classes include professional people with many years of academic and practical training. They are attending classes to gain skills in do-it-yourself hobby projects or to re-train for another occupation (slide). Other students at night have had little or no formal education, but they want to train for a field that will provide them a good living. Many students are hired before their courses are completed.

Scene V — Job Placement

I. In 1972 a job placement center was established as part of the Houston Independent School District. This service has been highly successful in every endeavor. (slide)

II. Hundreds of potential employers and employees have been brought together by phone calls and personal interviews. (slide)

III. The annual Job Fair for the Houston schools centralizes activities to "zero in" on a particular day. Many personnel representatives from various companies come together with students who are ready to go to work. Every ten minutes throughout the day many new employees are hired.

IV. It's a new but very successful approach to career involvement of *all* students at *all* levels of ability. Already an enviable record of employment has been set by and for the Houston Independent School District students.

Epilogue

I. Slides (Quick flashes of many slides that show involvement in hobby classes, volunteer work, on-the-job training, academic subjects, placement center activities, and satisfied employer-employee activities)

The story of career development is brief but powerful in Houston. Great strides have been made and even greater ones are in the planning as the Houston Independent School District takes career activities into the Community College level. The enthusiasm, the team work, and the needs are bringing education into the world of reality where the action is. It's happening now, and it's gaining momentum as more and more students plan *their* part in active involvement of the fourth R—relevance. It's your turn now!!

RESOURCE PERSONS FOR INTRODUCTION UNIT
(1972)

SPEAKERS

Mr. Bob Taylor . . . . . .224-4211, ext. 233
Texas Employment Commission
2900 San Jacinto

Mr. Robert E. Wells 681-0313
Vice President, Teachers' Supply Co.
4821 Dacoma
(Career tapes loaned free for evaluation)

Mrs. Mamie Ward 227-1151
Miss Susan Kowlaski
Red Cross Headquarters
2006 Smith Street

Miss Huff 226-4232
Dept. of Commerce—Statistics
201 Fannin

Mr. Elmer Harrison 226-4308
U.S. Dept. of Labor
Wage and Hour Division
201 Fannin, East Office

Mr. George E. Dannelly 226-4459
Social Security
515 Rusk

Mrs. Edna T. Anderson . . . . . 222-8261, ext. 34
Y. W. C. A.
1521 Texas Avenue
Information Counselling Resource Center

Miss Eva Ross . . . . . .222-8261, ext. 44-45
Y. W. C. A.
1521 Texas Ave.
Project Coordinator of Job Workshops

Mrs. Jean Cunningham 224-4211
Training Director
Texas Employment Commission
2900 San Jacinto
(She will provide many free materials for easy reading of job descriptions.)

Dr. Ronald B. Rea 222-4976
Model Cities
1125 Brazos

Mr. Don Horn 923-9473
AFL—CIO
Secretary of Labor Council for Harris County

Mrs. Ann Davis 869-9105
Guidance Coordinator for Region IV

Mr. Keith Turkington 225-3509
Coordinator of Career Education, Areas IV, V, VI
2525 San Jacinto

Chamber of Commerce 227-5111

Suggested Study Tours

1. By water:
   Ship Channel Tour 225-0671
   Free tour with guide aboard; luxurious cabin cruises. Call several months in advance.

2. By land:
   Gray Line Tours of Houston 223-8032
   501 Crawford

AUDIOVISUAL RESOURCES

The list on the following pages is composed of subjects available in the A V Center of the Houston Independent School District. Many other fine audiovisuals for loan or sale are available from private and public organizations.

All films should be carefully previewed by the teacher. The content, vocabulary, and application of objectives must be considered for each audience.

Throughout the semester some of the subjects listed here may be used to reinforce concepts or skills as needed in other units.

MEDIA
INTERRELATED CAREER FIELDS

All fields demonstrate teamwork within and dependency upon other career fields, but some subjects lend themselves to a clear demonstration of interrelated careers in a given project.

Films Title	*Number*	*Time*
America in Space: The First Decade	L-4382	29 min.
This film includes the workers needed in creating NASA (1958) and developments that followed for a decade. Many achievements by engineers, scientists, technicians, and industrial workers pooled their efforts toward the ultimate goal—landing and walking on the moon.		
Apollo Four Mission	M-4686	
Traces the history of the first launch and flight of the largest rocket in the U. S.		
Apollo 8: Go for TLI	M-4687	23 min
Features voices of astronauts in Space as well as controllers on the ground.		
Apollo 9: Three to Make Ready	M-4684	17 min
Stresses tests of Lunar Module		
Apollo 10: To Sort Out the Unknowns.	L-4685	25 min.
Shows problems of lunar landing		
Apollo Mission Highlights	M-4384	12 min.
Animated pictorial description of the Apollo/Saturn		
Food, Clothing and Shelter in Three Environments.	M-4544	
Explores how geographical environments affect people's work and their needs for food, clothing.		
Industrial Revolution	M-4474	22 min.
Beginning of the U. S. Industrial progress in the past 200 years through manufacturing, communication, transportation, and other fields.		

The Laser Beam	M-4399	16 min.
Animation explains application of lasers in health, communication, manufacturing, and other fields.		
Living Things Depend on Each Other	4463	16 min.
Humans depend on many living things for food, clothes, shelter. Animals depend on plants. Plants depend on animals. Shows various sources of breakast food.		
Posters	M-4659	15 min.
Basic concepts and methods of poster design		
Science News Digest, Vol. 12, Issue 1: *A Walk on the Moon*	M-4374	15 min.
Documentary of the exploration of space from pioneer flights to the lunar landing of Apollo II.		
Why Explore Space?	M-4616	16 min.
Raises questions in science and social studies as to future needs and opportunities		
Boomsville	4957	11 min.
Animation showing the various factors which have contributed to the growth of a city.		
Screen News Digest, Vol. 12, Issue 6: *America and her people as they prepare to celebrate two hundred years of independence*	M-4408	
Understanding the School's Neighborhood: The School's Environment	L-4393	27 min.
Students learn of people and places in their neighborhood and map it		

GUIDANCE

16 MM Films

Title	*Number*	*Time*
Am I Dependable?	5255	11 min.
Examines three open-ended situations; doing a job, giving information, and using good judgment.		

Guidance for the 70's Self-Esteem (Drugs) Robert Sande Productions	L-5327	18 ½ min.
Guidance for the 70's Responsible? (Drugs) Robert Sande Productions	L-5326	18 ½ min.
Jobs and Continuing Education McGraw-Hill	M-5427	11 min.
Jobs and Interviews McGraw-Hill	M-5428	15 min.
Jobs for Women: Where Are You Going, Virginia? McGraw-Hill	5400	11 min.
Jobs in the World of Work: A Good Place to Be	M-5429	12 min.
Researching a Topic McGraw-Hill	5405	11 min.
Work Around the World Coronet Films	M-5282	11 min.
Americans All International Film Foundation (Human Relations)	L-4943	22 min.
Eye of the Storm ABC News (Human Relations)	L-5127	25 min.
Mexican-Americans Historic Profile	L-4840	27 ½ min.
North from Mexico Historic Profile Exploration and Heritage	M-5157	20 min.
Mexican-Americans: A Quest for Equality Defamation League of B'nai B'rith	L-4839	27 min.
Immigrant from America N. Y. Times & Arno Press	M-5126	23 min.

Documents the Black's move into industry and compares their problems with immigrants before them

Meet the Negro Texan	5115	5 min.
Outstanding paintings to document history of Negro Texans (may also be used in Fine Arts) narration by Barbara Jordan		
Alaska—A Modern Frontier	1202	11 min.
Opportunities in modern town, fishing, farming, and other activities		
Controlling the Interview	L-4940	
Get Organized	L-4935	
Getting a Job is a Job	M-4870	
Getting the Decision	L-4934	
An Imaginary They	M-4570	22 min.
Defines individual and group responsibilities for official action		

Films not Available in H.I.S.D.'s Audiovisual Center

Films: (Producer and distributor are listed)

I Never Went Back. Color, B/W. Cahill, 1964.

Job Interviews: Whom Would You Hire? Color, B/W. Churchill Films. 1967.
Film A — Three Young Women
Film B — Three Young Men

Your Job Series. Color, B/W. Coronet Films, 1969. Includes individual films:

Finding the Right One, Applying for It, Fitting In, and others.

Kits, Filmstrips, Etc.

Career Guidance Series. 12 records, 24 tapes or 12 casettes.
Set 1: *Exploring the World of Work.*
Set 2: *Planning Beyond High School.*

Career Kit. Careers, Largo, Florida. Desk top kits.

Guidance Association Division. Harcourt, Brace & World.
Failure: A Step Toward Growth, 1966.
Pt. 1: *Passing the Buck*
Pt. 2: *Making a Fresh Start*
Developing Your Study Skills, 1965.
Getting and Keeping Your First Job, 1967.
How to Succeed in High School by Trying, 1967.
I Wish I'd Known That Before I Went to College, 1967.
Preparing for the Jobs of the '70's, 1968.

Values for Teenagers — The Choice is Yours. 1966.
Pt. 1: *Confusions*
Pt. 2: *Decisions*

Job Opportunity Series. Encyclopaedia Britannica Educational Corporation. Silent. Color. 17 loops, Super 8mm. Includes: Bricklayers, mail carriers, postal clerks, telephone and PBX installers.

Using the Library Series. Encyclopaedia Britannica. *A World of Books, Using Special Reference Books*, and others.

Aids for Buying, Renting, and Borrowing Audiovisual Media

Educators Progress Service. *Educators Guide to Free Guidance Materials*, 1969. Career planning materials, social-personal materials, responsibility to self and others, use of leisure time are the topics under which a multitude of items are listed.

_____. *Educators Guide to Free Films*, 1969-70, and *Educators Guide to Free Filmstrips*.

George Peabody College. *Free and Inexpensive Learning Materials*. Frequent revisions.

National Information Center for Educational Media. *Index to 16mm Educational Films*, Bowker, 1969. This revised edition covers 30,000 films—10,000 more than the first edition — and now includes audience level notations.

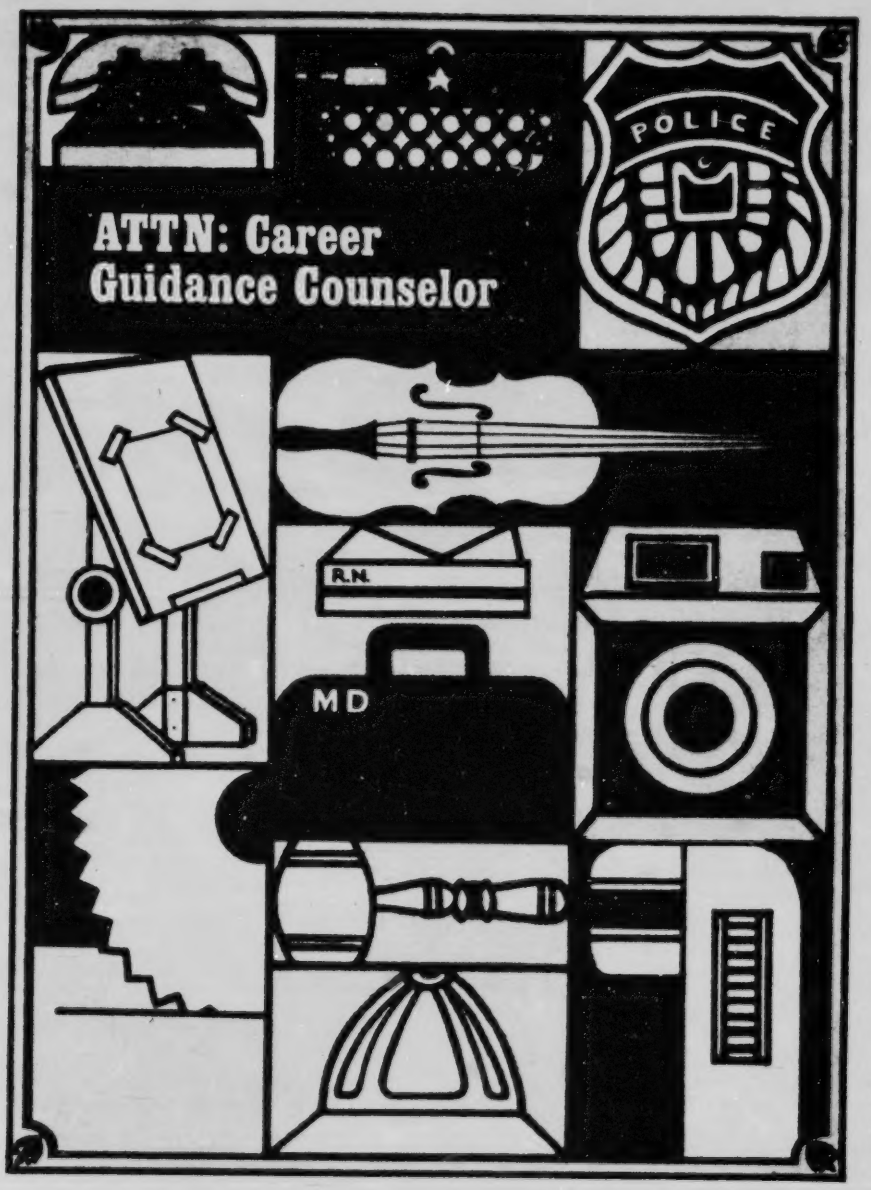
National Information Center for Educational Media. *Index to Overhead Transparencies*, Bowker, 1969. This guide provides first-time coverage of over 18,000 commercially-produced transparencies.

National Information Center for Educational Media. *Index to 8mm Educational Motion Cartridges*, Bowker, 1969. Describes more than 9,000 items with such information as audience level, color, sound, and sound reproduction requirements.

National Information Center for Educational Media. *Index to 35mm Educational Filmstrips*, Bowker, 1970. Fully revised and expanded to include over 24,000 filmstrips — 10,000 more than the last edition — and now includes audience level notations.

Films to rent or buy for many career fields may be ordered from the national headquarters of the Chamber of Commerce. Write for free catalogues to:

Audio-Visual Department
Chamber of Commerce of the United States
1615 H. Street
N. W. Washington, D.C. 20006



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Many Houston teachers go in person to Modern Talking Picture Service. The local free film library is located in the Higland Village Shopping Center. In October, 1972, the *Houston Post* recognized the outstanding community service rendered by this organization and placed Modern Talking Picture Service on the local honor roll.

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CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

SECTION A

BUSINESS and OFFICE OCCUPATIONS

SECTION A

Class Presentation of the Concepts and Procedures of Business and Office Occupations

I. Behavioral Objectives

A. Seventy percent of the students will apply investment facts to the money needed for construction of some well-known buildings.

B. Eighty percent of the students will write qualifications and job descriptions for two or more occupations that use office machines.

C. Sixty percent of students will distinguish facts from opinions regarding taxes on business.

II. Instructional Procedure

A. Background information on current bank loans, investment and insurance companies will be collected and summarized by the teacher. These materials will be placed in a career corner.

B. Pictures of frequently visited buildings will be collected and a brief list of finances for the construction of these buildings will be included.

C. Newspaper and magazine articles will be collected on future business projects for Houston.

D. A list of schools that offer courses for business careers will be made available to students.

E. Resource speakers and study tours will be chosen and all communications needed for a definite date will be completed at least three weeks in advance.

F. Films and other audiovisual equipment will also be ordered well in advance of date to be shown.

G. Bulletin boards will be set up.

H. Transparencies of the Interdependence Chart, the Wheel, ads and any other materials will be made in advance. (See appendix.)

I. Copies of student activities, the Wheel, and other needed materials for each student will be made. In making assignments, consideration should be given to the individual abilities and interests.

Student Activities

Students will complete two or more of the following activities:

1. Interview a secretary and tape her remarks. Ask her to name the qualifications, duties to be performed, and salary range for secretarial work.

2. Clip want ads for jobs that are open to those who can use office machines. Paste these ads in the Business and Office Section of a scrapbook.

3. Volunteer as a file clerk for your Occupational Orientation teacher. If someone else has already volunteered, ask another teacher if you may assist with filing or other paper work. Be faithful to the time and duties you have agreed upon. Keep a record of your volunteer work (date, hours, the type of work performed, and the name of the person for whom the work was done).

4. Prepare a game that involves skills in putting words in alphabetical order. Direct the class in playing your game.

5. Read three articles on new or expanded business in Houston. Take notes on these articles. Share your findings orally with the class.

6. Make a poster on business and office machines.

7. Have a debate on "People vs. Machines" in the business field. Your teacher will help you prepare a resolution and an outline for your research.

8. Pretend that you are going into business for yourself (auto parts, cosmetics, other). Explain the preparation you will make before you open the store.

9. Read about insurance careers. Take notes. Tell the class about preparation, duties, advantages, and disadvantages of insurance jobs.

10. Visit a bank. Ask about loans and investments that make the bank and Houston grow.

11. Read about taxes placed on businesses. Take notes and be able to tell the class whether your findings show a favorable or unfavorable picture for the Houston businessman. (Your teacher can help with research from the Business and Office Appendix of this unit.)

12. Set up books that a bookkeeper will need for a small business. Perhaps the typing teacher can guide you in this project. If possible, put your sample of bookkeeping on a transparency and explain it to the class.

13. List organizations and individuals who may be able to assist you in setting realistic goals for a business.

14. Clip notices about business opportunities from a daily want ad section of a newspaper. Place the clippings in your scrapbook and discuss with the class the advantages and disadvantages of two of them.

15. Call a real estate office. Ask about careers in real estate business. Be specific when asking questions. (Your teacher has a list of interview questions.)

16. Demonstrate the use of an office machine. If you cannot bring a machine to class, draw or make a reasonable facsimile.

17. Call SCORE (Service Corps of Retired Executives, 226-4945). Ask for information about preparation for a career in the business world. Be serious and well-prepared with your questions. Take notes and share your findings with the class.

18. Volunteer as a helper in a business establishment that you might consider as the type of business you hope to own someday. Explain your reason for volunteering. If you have trouble locating a place to do volunteer work, your teacher might help you. If you are accepted, be serious and faithful to all duties you have agreed to perform. Your experience will be more valuable than money.

19. List predicted needs for specific businesses for 1980 and later.

20. Name five occupations needed in most large business offices. Describe the work that is done by each worker.

21. Write and present a skit that demonstrates a manager's problems and solutions.

22. List ten business courses available after junior high school and tell where they might be offered.

23. Visit a Distributive Education meeting. Take notes and report to the class.

24. Set up a mini D. E. project in your classroom.

25. Give a demonstration of a training program for three new employees. Do research to prepare a realistic procedure.

26. Demonstrate how a computer works. Use the Cardiac Kit supplied by Bell Telephone Company.

27. Read Dun and Bradstreet's reports on why business fails. Share your information with the class.

III. Performance Goals

A. Participation in simulated business activities

B. Visits to schools and/or offices connected with business or office machines

C. Writing and speaking to people involved in business or office careers

IV. Evaluation

A. Summation of the work shown on the wheel

B. Oral and written communication in class

C. Teamwork on group projects

Flexible Daily Lesson Plan

First Day

Show films.(See appendix for suggestions.)
Set up Business and Office Machines Career Corner.
(pamphlets, magazines, books, catalogs, newspapers)
Distribute Student Activities sheets.
Discuss and make assignments.

Second Day

Community involvement—guest speaker *or* study tour

Third Day

Research and creative work
Read and write information from
- Pamphlets
- Magazines
- Newspapers
- Books
- Catalogs
- Audiovisual materials

Produce models, skits, art work, music, audiovisuals.

Fourth Day

Presentation of student activities (individual or group participation in activities assigned on the first day of this unit)

APPENDIX

1. Interdependence Chart

2. H.E.W. Chart

3. Stories, Data, Activities*

4. Want Ads

5. Predictions

6. Resources

   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials

7. Summation Wheel

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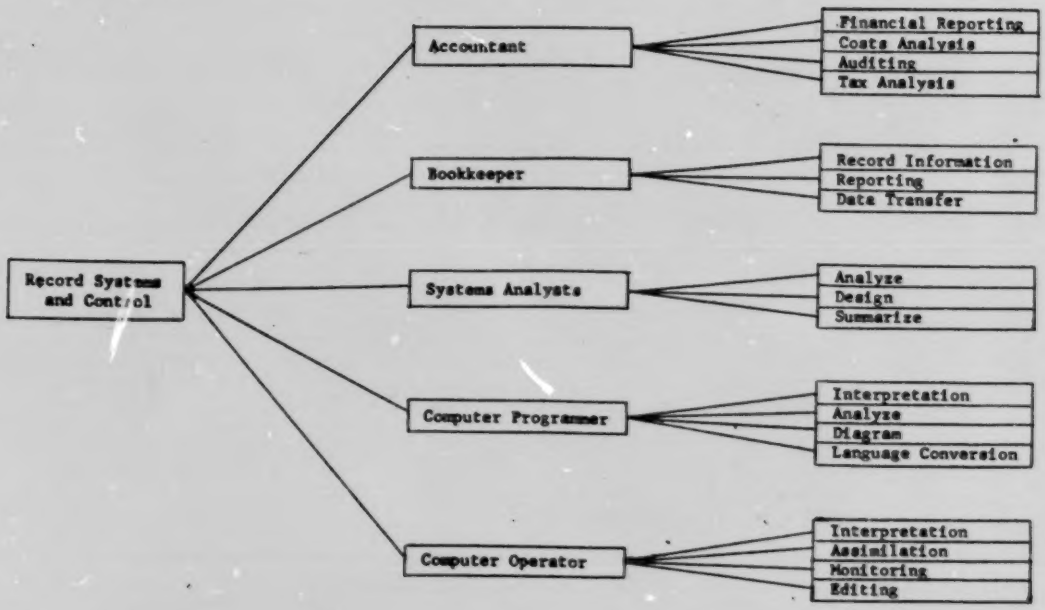
*This may vary with specific subjects in the different careers

Business and Office Machines—Interdependence—EXAMPLES OF A FEW PEOPLE AND PLACES

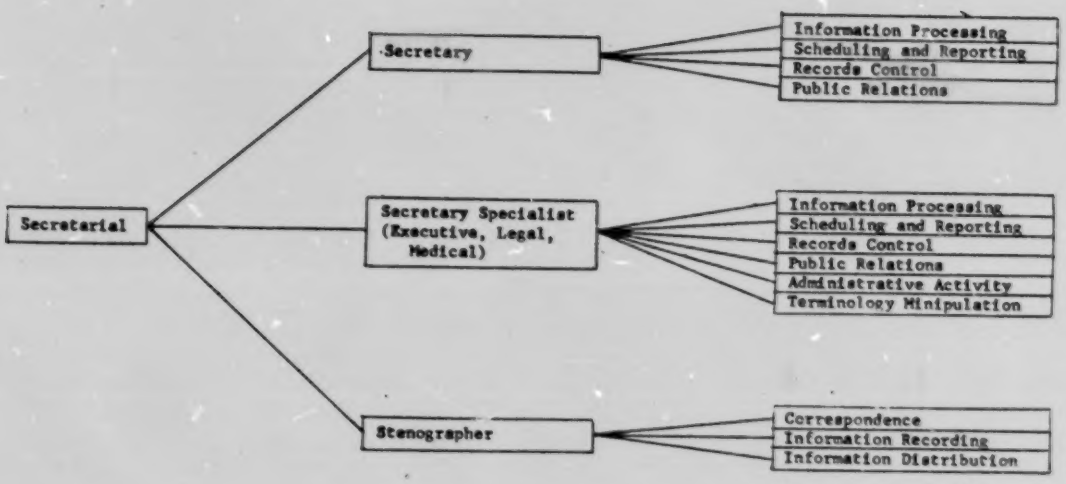
Needs	Careers	Where Found
Investments – Why? Fund for New and Improved Business	Insurance Agents Stock Brokers Bankers Loan Counselors Land Investors	Insurance Companies Investment Companies Banks Mortgage Companies Real Estate Companies
Administrative Management – Why? Guide Teamwork for Services or Products	Franchise Operators Automobile Dealers Clothing Store Partners Board Chairmen Department Directors Independent Owners Store Managers	Quick Food Drive-Ins Restaurants Automobile Agencies Clothing Stores Office Machine Companies Grocery Stores Department Stores
Office Personnel – Why? Correspondence, Scheduling, Processing	Secretaries Clerks Stenographers Public Relations Directors	Offices for Public and private organizations and companies
Financial Records – Why? Systems and Controls	Accountants Bookkeepers Computer Operators Tax Analysts Evaluators	Government Offices Business Offices Organizational Offices

CLUSTER FOR BUSINESS AND OFFICE OCCUPATIONS

Record Systems and Control

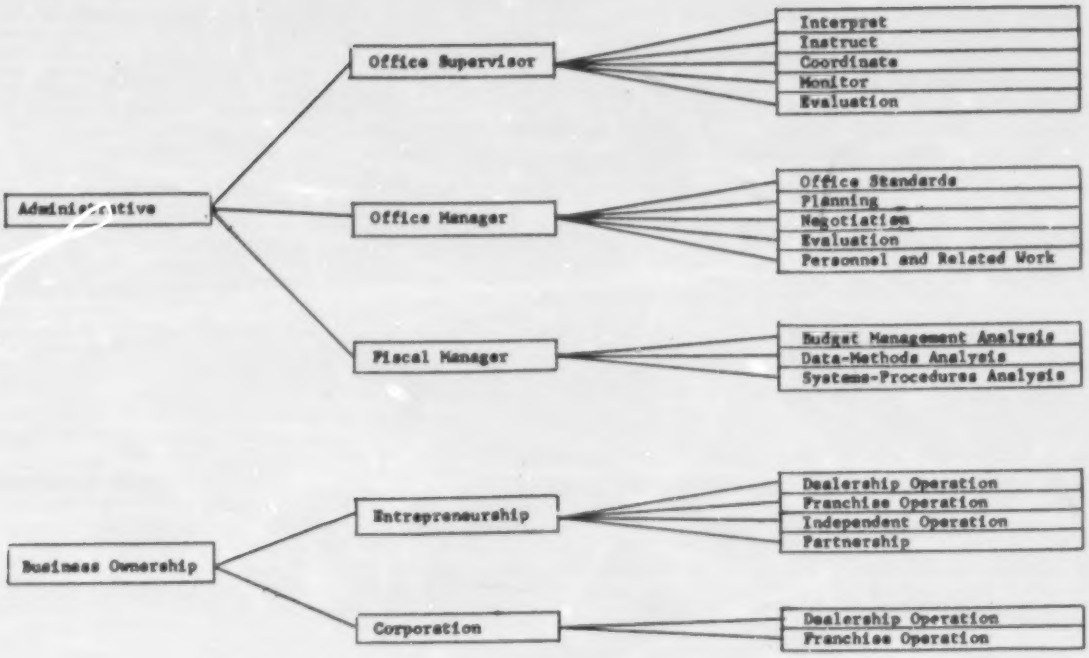


Secretarial

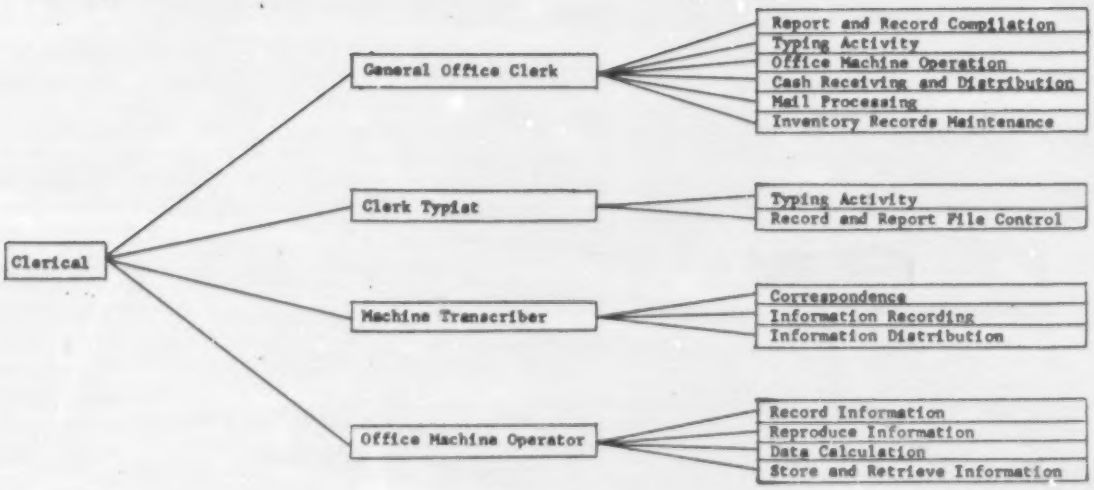


CLUSTER FOR BUSINESS AND OFFICE OCCUPATIONS

Administrative and Business Ownership



Clerical



COMPUTER CAREERS

Regardless of whether or not you plan to use a computer in your career, it is a good idea to know how a computer works and where to look for weaknesses and possible errors. Modern society depends on the computer to play an ever increasing role in figuring prices, profits, and losses—even in figuring vital signs of our health. This means money and our very lives are sometimes measured by computers. As research continues in all career fields, scientists will depend more and more on the computations of machines. It is no exaggeration to say we are living in the age of automation. Computers often control machines.

As an aid to understanding what a computer does and how it works, the Bell Telephone Company has prepared "Cardiac" kits. The name of the kit is taken from its purpose—a *Card*board *I*llustrative *A*id to *C*omputation. The kit was prepared by David Hagelbarger and Saul Fingerman at Bell Telephone Laboratories.

The Bell Telephone Company supplied individual kits to each student. The kit consists of an instructional manual which is easy to read and yet very thorough in explaining what computers can and cannot do. Also, the manual gives simple details on the use of the Consumable cardboard aid. It is pre-punched to insure an easy, clear-cut, hands-on experience with computers. The teacher is given a special guide made of plastic. There is no charge for these kits. They are a service added to the many other educational aids provided free by Bell Telephone Company. A call to Bell's Educational Coordinator will probably bring these excellent materials to the school.

TED GOES INTO BUSINESS

By Mary Elizabeth Schell

"See that guy on the corner? That's Ted Schawn. He's a great mechanic," said Mr. Thomas.

"Yeah, I've heard of him. They say he's rolling in the cash. I'd like to have a business like that some day."

"You can, Bill. That's just the reason I'm telling you about him."

"Oh, come off of it, Mr. Thomas, you know me better than that. I'm pretty good at fixing motors, but my last test grade showed you I'm not much at math."

"You could be pretty good if you made up your mind to it."

"You've always said anybody in business has to be good at math. You've told us that over and over in class."

"You bet I have, Bill, and I'm going to keep right on telling you. Your problem in math is that you don't take time to re-check your figures. Good business men can't be sloppy in repairing cars, in keeping books, or in anything else. That's why so many businesses fail. People just don't take the time to plan ahead and recheck their work."

"Our Occupational Orientation teacher says lots of businesses fails because of poor management."

"That's true, too," said Mr. Thomas.

"Well, I guess I'm just never going to cut it."

"You've got what it takes, Bill. Just set some goals and stick to them."

"It all sounds good, but I just can't see myself having a business like that in ten years, or—ever."

"Funny thing. Ted Schawn said something almost like that when he was in junior high school."

"No kidding! Did you teach him in junior high school?"

"I surely did. He had hobbies like yours. He also had doubts like yours."

"How did he get rid of his doubts?"

"Let me think. He saw a movie about a successful business man and he got ideas from that. I think after that, he signed up for auto mechanics at school. Every time there was a contest for auto mechanics, he entered. He got lots of trophies for the school."

"That's not a bad way to get started. I think I'll try it."

"You can do it, Bill. As much as you like people, dealing with the public will be a cinch for you. You'll know motors and you'll get along with workers and customers."

"That answers a question I keep asking myself—how can a guy like me stay under the hood of a car when he likes to be with people most of the day?"

"There's your answer, Bill. Plan to bear down on motor repair projects so you'll know the work backward and forward. But keep planning toward the day when you will have your own business."

"Thanks, Mr. Thomas. Maybe some day you'll tell a kid about me when I'm standing on the corner over there where Ted Schawn is."

Follow-up Exercise

1. What was Mr. Thomas' occupation?
2. Who was the successful business man in this story?
3. In what subject did Bill feel he was weak?
4. What advice did Mr. Thomas give Bill about his "weak" subject?
5. How did Mr. Thomas know about Ted?
6. What was Bill's hobby?
7. In what ways did Mr. Thomas say a person can succeed in business?
8. What did the Occupational Orientation teacher say causes lots of business failures?
9. Name schools and training centers that prepare students for a mechanic's business.
10. List all businesses that you can relate to the auto mechanic business.

A COSMETIC SHOP

Debbie met Mrs. Armstrong when she was a guest speaker in her Occupational Orientation class. Mrs. Armstrong made a fantastic speech about careers in business. She had a neighborhood cosmetic shop that was popular with all ages of teenage girls and women.

"I really dig those cosmetics," Debbie told her mother that evening.

"I certainly agree with you, Debbie. In fact, I'd say you've been digging into my cosmetics ever since you were a toddler."

"Sorry about that, Mom. I guess it was a driving force that the O. O. teacher wants us to have when we set goals for our careers."

"Could be," laughed Mother.

"I'm ready to push that driving force right into Phase II of my self-analysis and plans for the future."

"Phase II?—You've lost me, Debbie."

"Oh, that's my way of keeping up with business news and applying it to *me*. We studied about price controls that the government has set up for business. The controls have moved from Phase I to Phase II. And now my self-analysis and planning have gone from Phase I—*playing* in cosmetics to Phase II—*working* with cosmetics."

"You really are getting a lot out of that Occupational Orientation class."

"You better know it, Mom. Mrs. Armstrong says I can work at her store on Saturdays during the holidays. I nearly flipped when she told me."

"Oh, Debbie, I'm so happy for you. What a wonderful way to learn the cosmetic business."

"If I do well, I'm going to have my own shop some day. Mrs. Armstrong said she will help me get a franchise."

"My goodness, Debbie, you sound as if you are already dreaming about Phase Three of your career."

"Right on, Mom. Dreams can come true if you plan wisely and work hard. Those famous last words are brought to you by courtesy of my O. O. teacher."

Follow-up Exercise

1. What kind of business did Mrs. Armstrong have?
2. How did Debbie meet Mrs. Armstrong?
3. When did Mrs. Armstrong say Debbie could go to work?
4. Define a franchise? (Use the dictionary.)

*5. What are economic controls, such as the current Phase I, Phase II, etc.? (Check newspapers or current event magazines for your answer.)

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*The bonus question is worth 50 extra points. Research is required for a good answer. Examples of controls will make your answer interesting.

Announcement DH-1-03
Amendment No. 2

UNITED STATED CIVIL SERVICE COMMISSION
HOUSTON AREA OFFICE
702 Caroline Street
Houton, Texas 77002

The announcement for Office Assistant Positions is amended to include:

Card Punch Operator, GS-2 and 3
Teletypist, GS-4

REQUIREMENTS:

CARD PUNCH OPERATOR, GS-2: Six months of any kind of experience that included at least 3 months in operating any kind of alphabetic keyboard office machine *OR* completion of a specialized course of instruction in card punch operation that is at least 3 months long and that included at least 50 percent of the training time in actual operation of card punch machines *OR* graduation from high school.

CARD PUNCH OPERATOR, GS-3: One year of any kind of experience that included at least 6 months in operating any kind of alphabetic keyboard office machine *OR* completion of one school year of full-time study above high school level (i.e., at least 36 weeks of full-time study involving at least 20 clock hours of study per week).

TELETYPIST, GS-4: One and one half years of *general* experience as a typist, alphabetic key punch operator or other work which required skill in operation of a typewriter-style keyboard and one half year of *specialized* experience in operation of one or more kinds of teletype equipment. Completion of training courses in communications operation and message handling procedures may be substituted for *general* experience at the rate of one month's training for 2 months of experience. Completion of training courses in the use of teletype equipment may be substituted for up to a maximum of 6 months of *specialized* experience on a month-for-month basis.

ADDITIONAL TEST(S):

CARD PUNCH OPERATOR AND TELETYPIST: Evidence of typing skill will *not* be required if you have had actual experience in the operation of the appropriate machine or if you have had a formal course of instruction in its operation. Applicants who do not have actual experience or a formal course of instruction will be required to pass a typing performance test or must provide a certificate of proficiency in operating keyboard equipment.

The list of eligibles for Card Punch Operator and Teletypist established from announcement DH-1-03 will replace the lists established under announcement DH-9-2. Persons interested in these positions must reapply under this announcement; however, they may obtain eligibility by presenting an eligible Notice of Rating for Card Punch Operator and/or Teletypist issued within the past three years, along with a SF-171 and CSC Form 5001-BC.

CONSULT THE BASIC ANNOUNCEMENT FOR ADDITIONAL INFORMATION.

OFFICE ASSISTANT POSITIONS — VARIOUS FEDERAL AGENCIES IN GULF COAST AREA

DESCRIPTION OF WORK:

CLERKS, GS-2 & 3: Answer inquiries in person, by phone or by letter; search for and compile information; index, sort, file, and locate records; receive, route, and ship mail; maintain financial, personnel, time, leave, and payroll records; order, stock, and dispense supplies; and other similar work.

CLERK-TYPISTS, GS-2 & 3: Type from written, printed, or similarly prepared copy that is in rough draft, corrected or finished form, and perform clerical work in addition to typing duties.

CLERK-STENOGRAPHERS, GS-3 & 4: Take and transcribe dictation from stenographic notes, take and transcribe non-verbatim summary notes of meetings and conferences, and perform clerical and typing work in addition to stenography duties.

SALES STORE CHECKERS, GS-3: Work in a commissary store with a checkout system similar to that used in large self-service retail grocery and department stores. Identify persons authorized to be served by the store, check items selected by customer for price, record, departmentalize and ring up sales on cash register. Make change and are responsible for balancing cash receipts and for overages and shortages. Perform related duties such as assisting patrons, making price lists, stamping prices on merchandise, replenishing shelf and bin stock, weighting, wrapping and bagging merchandise, etc.

TELEPHONE OPERATORS, GS-3: Place and receive a variety of local, long-distance, information, and emergency-type telephone calls ranging from simple to complex. These operators are skilled, all-around operators who function at either multiple or non-multiple cord-type or console-type switchboards.

REQUIREMENTS:

CLERK and CLERK-TYPIST, GS-2 and CLERK-STENOGRAPHER, GS-3: Six months of appropriate experience, including pertinent unpaid or volunteer work, or successful completion of a four-year high school course.

CLERK and CLERK-TYPIST, GS-3 and CLERK-STENOGRAPHER, GS-4: One year of appropriate experience, including pertinent unpaid or volunteer work, or successful completion of one academic year of substantial full-time study in a resident school above the high school level.

SALES STORE CHECKER, GS-3: One year of education or experience as follows: Six months of progressively responsible experience in clerical, office or retail sales work of any kind in which you have demonstrated the ability to work satisfactorily at the GS-3 level, *or* six months of successfully completed full-time academic study above the high school level PLUS either six months of progressively responsible experience as a sales store checker *or* three months of progressively responsible experience as a sales store checker and the successful completion of a specialized course of instruction of 50 hours or more in the duties of a sales store checker.

TELEPHONE OPERATOR, GS-3: One year of experience as a telephone operator in a central telephone office or on a switchboard in a business or Government establishment or in a private branch exchange, provided that such experience was gained on a switchboard that has at least 25 working lines. The required experience must have included some experience as a telephone operator performing or responsible for long-distance or information operating duties.

Substitution of Training: Successful completion of a training course at a school approved by the appropriate State agency may be substituted for up to six months of experience if the training was acquired on a "live" switchboard with 25 working lines.

WRITTEN TESTS:

All applicants will be required to pass a written examination covering verbal and clerical abilities.

ADDITIONAL TEST(S): *Clerk-Typist* and *Clerk-Stenographer* applicants must pass a five-minute typing proficiency test.* *Clerk-Stenographer* applicants must also pass a stenography proficiency test consisting of dictation at the rate of 80 words per minute for at least three minutes.* You must furnish a typewriter if you plan to take a typing test. *Telephone Operator* applicants must pass a test of accuracy in hearing and remembering names. The written test and time for completing forms will take from two to two and one-half hours.

**PROFICIENCY TESTS:*

You do not have to take the typing and stenography test if you present a Certificate of Proficiency (CSC Form 680) issued within the past three years from a high school, accredited business school, college, junior college, state employment office, state or local government office, school approved by the Veterans Administration, or state education agency, or Job Corps Center. This form is furnished only to the organizations listed above and not to individuals. If you plan to submit a Certificate of Proficiency, bring it with you when you report for the written test.

LENGTH OF ELIGIBILITY:

You will be notified of the results of your examination. If fully qualified, your name will remain on the list of eligibles for one year from the date of your notice. However, eligibility may be extended beyond one year if you bring your work history up to date before that time. Information should not be submitted until at least ten months after the date of your notice.

GENERAL INFORMATION:

Your standing on the list of eligibles will be based on your scores on the verbal and clerical tests. Typing and stenography tests are not used for ranking purposes.

You will be rated for all grade levels in this examination for which you are qualified and for which you will accept the grades or salaries as shown in your application.

Referral to job vacancies will be made of the eligibles who have the highest numerical rating and who are available for work in the geographic areas where the vacancies exist, except that for some positions located outside metropolitan centers, referral may be limited to eligibles who either reside in the locality where the vacancy exists or have specifically requested consideration for the locality in question.

If you receive a career-conditional (permanent) appointment at any grade level, your name will be removed from all other lists of eligibles established from this announcement. If you accept a temporary appointment, your name will remain on the list of eligibles for future consideration.

If you are still a student and expect to meet the requirements for these positions within nine months on the basis of your education, you may apply to take the written test. If you pass and meet all other requirements, you will be rated tentatively eligible for consideration for appointment, but you may not begin work until you have completed the educational requirements.

For information about age, citizenship, kinds of appointments, physical abilities required, veteran's preference, and for other general information, see Civil Service Commission Pamphlet No. 4, "Working for the U. S. A." You can get this pamphlet at most places where applications are available.

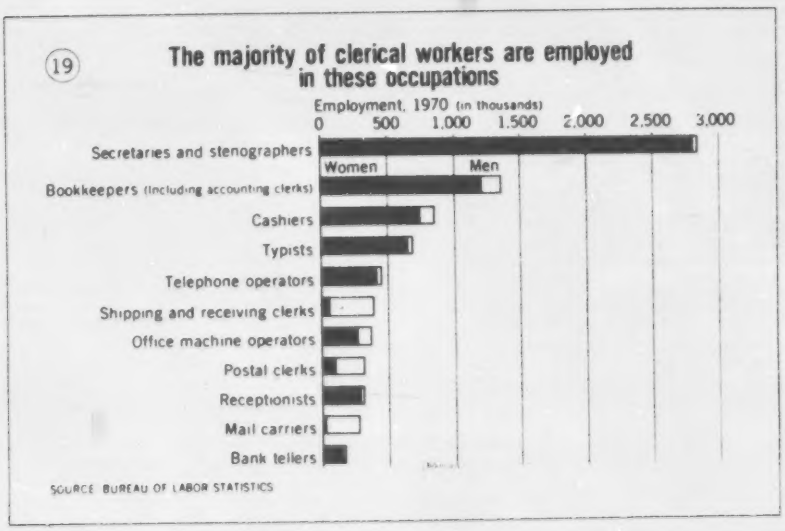
ELIGIBILITY FROM PREVIOUS EXAMINATIONS:

This announcement closes Announcement DH-7-71 for Sales Store Checker and Announcement DH-0-14 for Stenographer and Typist in their entirety. List of eligibles established as a result of this examination will replace lists established under Announcements DH-7-71 for Sales Store Checker, DH-8-10 for Telephone Operator, DH-9-1 for Office Aid, and DH-0-14 for Stenographer and Typist. Persons interested in these positions must reapply under this announcement; however, persons interested in Clerk-Stenographer and Clerk-Typist positions may obtain eligibility by presenting an eligible Notice of Rating for Stenographer or Typist issued within the past three years and an SF-171 and CSC Form 5001-BC.

OPPORTUNITIES FOR EMPLOYMENT IN WASHINGTON, D. C. AREA

For Clerk-Typist, GS-2, 3, and 4, and Clerk-Stenographer, GS-3, 4, and 5, are available for persons who pass this examination. If you would like to work on interesting assignments with your Government in Washington: (1) take this examination; and (2) send your eligible Notice of Rating and a completed application (SF-171) to the Washington, D. C. Area Office, U. S. Civil Service Commission, 1900 E Street N. W., Washington D. C. 20415.

If you are selected for a Stenographer or a Typist position in the Washington Metropolitan Area, your travel and transportation expenses to Washington may be paid by the Government.



Title: SALES STORE CHECKER( ) Anno. No.
STENOGRAPHER( ) TYPIST( ) DH-1-03
TELEPHONE OPERATOR( ) CLERK( )

1. (Last name) (Given name) (Initial)

Mr.
Mrs.
Miss

2. Your address (Street and number, or R.D., city, State and ZIP Code)

3. Date of birth (mo., day, year)

4. Date of this application (mo., day, year)

5. Where do you wish to take the written test?
City State

CSC RECORD CARD

1. TITLE OF EXAMINATION SALES STORE CHECKER( ) STENOGRAPHER( ) TYPIST( ) TELEPHONE OPERATOR( ) CLERK( )

2. ANNOUNCEMENT NO DH-1-03

3. YOUR TELEPHONE NO

4. WHERE DO YOU WISH TO TAKE WRITTEN TEST? CITY STATE

Examining Office Code DH

5. IF YOU HAVE PERFORMED ACTIVE DUTY IN THE ARMED FORCES OF THE UNITED STATES AND WERE SEPARATED UNDER HONORABLE CONDITIONS INDICATE PERIODS OF SERVICE FROM (Mo., Day, Yr.) TO (Mo., Day, Yr.)

6. DO YOU CLAIM VETERAN PREFERENCE ☐ NO ☐ YES IF YES BASED ON

☐ ACTIVE DUTY IN THE ARMED FORCES OF THE U S DURING WARTIME OR THE PERIOD APRIL 28 1952, THROUGH JULY 1, 1955, (2) MORE THAN 180 CONSECUTIVE DAYS OF ACTIVE DUTY (OTHER THAN FOR TRAINING) IN THE ARMED FORCES OF THE U S AFTER JANUARY 31, 1955, OR (3) AWARD OF A CAMPAIGN BADGE OR SERVICE MEDAL?

☐ YOUR STATUS AS (1) A DISABLED VETERAN OR A VETERAN WHO WAS AWARDED THE PURPLE HEART FOR WOUNDS OR INJURIES RECEIVED IN ACTION, (2) A VETERAN S WIDOW WHO HAS NOT REMARRIED, (3) THE WIFE OF AN EX SERVICEMAN WHO HAS A SERVICE CONNECTED DISABILITY WHICH DISQUALIFIES HIM FOR CIVIL SERVICE APPOINTMENT OR (4) THE WIDOWED DIVORCED OR SEPARATED MOTHER OF AN EX SERVICE SON OR DAUGHTER WHO DIED IN ACTION OR WHO IS TOTALLY AND PERMANENTLY DISABLED?

PRINT OR TYPE YOUR NAME AND ADDRESS

FIRST, MIDDLE, MAIDEN, IF ANY, AND LAST NAME

NUMBER AND STREET OR R D OR POST OFFICE BOX NO

CITY, STATE, AND ZIP CODE

APPLICATION FOR WRITTEN TEST

CSC Form 5000-C

WHAT TO FILE: Use the tear-out application on this page or Application Card Form 5000-AB to apply for the written test. Only one card is necessary. Be sure to show the title of the positions for which you wish to apply, the Announcement Number, DH-1-03, and one of the following cities where you wish to take the written examination: Beaumont, Beeville, Brownsville, Bryan, Corpus Christi, Galveston, Harlingen, Hempstead, Houston, Huntsville, Jasper, Kingsville, Livingston, Lufkin, McAllen, Nacogdoches, Orange, Port Arthur, Victoria, or Wharton.

WHERE TO OBTAIN FORMS: Application Card may be obtained from the Federal Job Information Center at 702 Caroline Street, Houston, Texas 77002 or Room 105, Downtown Postal Station, 701 N. Upper Broadway, Corpus Christi, Texas 78401 or you may apply at any post office for the forms or information where the forms may be obtained.

WHERE TO FILE: File your application with the U. S. Civil Service Commission, Houston Area Office, 702 Caroline Street, Houston, Texas 77002. Examinations will be scheduled in the first or second week of April, May, September and October or more often if necessary. You will be notified of the exact time and place to report for the written test a few days before the test date. Applications will be accepted until further notice.

SUMMER EMPLOYMENT: If you are interested in summer employment, apply under Announcement 414, "Summer Jobs in Federal Agencies", which is usually open for the receipt of applications during the period from October 15 through January 30 of each year.

FREQUENTLY USED BUSINESS TERMS

gross—the total value or amount of earnings before any deductions are made

net—the amount which remains after taking away all necessary expenses

bankrupt—one who is judicially declared insolvent, his property being administered for and distributed among his creditors, under a bankruptcy law

liability—obligations which the law requires a person to be responsible for

foreclosure—a legal act which stops a person, or a group of people, from the right of ownership

receivership—the office and functions pertaining to a receiver under appointment of a court to wind up the affairs of a business

securities—something given, deposited, or promised to make certain an obligation is fulfilled

assets—the entire property of all sorts of a person, company, or association

obligation—the duty, promise, contract, etc., by which one is bound

creditor—one who supplies goods and services on trust in business deals

INFORMATION ON BUSINESS CAREERS

If you want to help yourself get ready for business, you need much experience in the kind of business you are considering. You also need to read every current magazine article you can obtain if it applies to your field of work. You will need to keep up with business news in the daily papers. You will probably soon be able to read stock market reports in the daily local newspapers. You will gain more knowledge of national and world business by reading *The Wallstreet Journal*.

In addition to reading and experience, you will need good advice. You can receive this free from a group of experts. They are retired businessmen who have been successful, and they want to pass on the secret of their success to others. They belong to an organization called SCORE. The letters stand for Service Corps of Retired Executives. If you call 226-4945 (1972), these retired business leaders will give you free counseling and guide you in every way possible. There are two ways in which they are not allowed to help you. One is in legal matters and the other is in telling you what kind of business is best for you. With those two exceptions, you can expect to get helpful answers with your business questions.

SMALL BUSINESS ADMINISTRATION

Notes Taken from an Interview with Mr. Charles E. Luckins

The United States government has established a District Office in Houston for the Small Business Administration. This government agency does just what the title suggests; that is, it assists people who are trying to succeed in a small business. The government's assistance includes counseling and loans.

Before going into business, the potential business man is warned of certain dangers. Most problems can be avoided if sufficient experience and money are available.

Here are some of the questions Mr. Luckins would ask before you go into business:

1. What do you know about this work?

2. How long have you worked for someone else who was in this *very* business? (Go to work for someone else even if you must work for nothing.)

3. How well do you know yourself? your physical and mental abilities?

4. Do you know what minimum salary you can live on during the first few years you are in business?

5. Do you know the number of people who fail in business each year? (One half of new businesses are gone in eighteen months.)

6. Do you know the main reason for business failure? (management failures)

7. What does the term *management* mean? (It means taking care of problems that involve people, money, products, and service.)

8. Do you know what percent of money you might expect to borrow if you are going to need financial help to start your business? (No more than 50 percent of the money needed can be borrowed.)

GOVERNMENT REGULATIONS

So you want to go into business? You feel that you have the knowledge and the experience. You have been reading, interviewing, and working at the kind of business you want to own. You have investigated to be sure there is a need for your product or service. You believe you can make a fair profit. Now you are ready to fulfill government regulations.

You will start at the County Clerk's Office on the second floor of the County Courthouse in Houston. When you explain your plans, a clerk will check to be sure that no one else has the business name you plan to use. Your business name will be filed at the County Courthouse. From there, you may be directed to several other government buildings. The kind of business you are going to start will determine what government agencies you must visit next. Strict laws are in effect on any business that might affect the health and safety of customers. You may want to secure the services of a lawyer who specializes in business procedures. The Legal Aid Society can advise you about a lawyer.

THE STATE COMPTROLLER

The type of business will determine the kinds of certificates you will need. For example, anyone who deals with food will need health certificates from the city and the county. A barber or beautician will be certified by the state. Doctors, lawyers, and teachers are also certified by the state. Each state has its own rules for professional workers.

The State Comptroller requires a general store license. It costs $4.00 per year, but it is now being *phased out*. That means that next year the store license will be $3.00; the following year, $2.00; the next year, $1.00 and after that no license. Of course, the State Legislature could decide to add a new tax, but that is not being planned now.

The local work of the State Comptroller is done in Room 980 of the M and M Building in Houston. This department issues everyone in business a free sales tax permit. This permit allows the business

man to charge customers a sales tax. Of course, the business man must keep his records straight and be honest at all times. The current (1972) rate of sales tax is 4 percent for the state and 1 percent for the city. Auditors will check the business man's records very carefully to see that he has played fair with his customers and the government. Careless records can cause fines and prison sentences.

The business man must also be able to show the Federal government that he has kept accurate records on income tax deductions. Mistakes can cause a loss of money and freedom.

The government has been very generous in setting up taxes paid by business people. At the present time, the property tax is 53 percent of the market value of the property. Market value means that appraisers will decide how much the property is worth. In the Houston area, appraisers have been easy on taxing businesses. The tax plan has encouraged many new business organizations to move here.

COMMUNITY SPONSORED PROGRAMS

Since the State of Texas until recently had no state underwritten or designed plan for financing industrial facilities, the local communities organized industrial foundations to provide such services. In most instances these local industrial foundations are non-profit corporations which obtained their initial capital from public subscription.

The size of these foundations varies from a net worth of $2,500 to a net worth in excess of $475,000. Although the larger foundations tend to be in the larger cities, this is not always the case.

Frequently, a small community's enthusiasm for industrial development will result in a very high foundation capability in relation to population. One North Texas community, for example, has assets equivalent to $125.32 for every resident. A $4.00 per capita relationship is more common.

Foundation funds are customarily combined with first mortgage money obtained through traditional sources of loanable funds. The foundation funds are customarily provided at rates up to 1 percent less than those paid on first mortgages. Facilities provided by local foundations are often leased to industrial firms on a program which amortizes the first mortgage, the foundation equity, and such current costs as taxes and insurance. Customarily, however, the lease is a net/net lease with the leasor assuming responsibility for taxes and insurance. Under this plan, the lease amortizes only the cost of the facility with nominal reserves established for outside building maintenance.

Purchase options are normally included in all leasing arrangements. Since the foundations are interested in economic development of the community and not capital gains, the option price customarily covers the unamortized cost of the facility. Or, when the cost is fully amortized, the option price is usually set at the discretion of the leasor so as to avoid possible tax litigation. A maximum option price would probably be the depreciated value of the facility. A minimum would be $1.00.

STATE FINANCING PROGRAMS

Through actions of the Texas Legislature during 1971, several bills were passed affecting industrial financing in the state.

Texas Plant Location Fact Book—Texas Industrial Commission James H. Harwell, Director, Austin, Texas

Perhaps the most important of these is the Business Development Corporation Act which allows 25 or more persons to organize a business development corporation to finance industry unable to obtain financing through normal channels. The corporation draws its lending funds from pledges made by banks, savings institutions, insurance companies, governmental pension funds, and other similar financial institutions. Each type pledging member has limits to the amounts it may pledge to the corporation. The corporation may also borrow from the Small Business Administration amounts equal to the total of its outstanding loans. To be eligible, an industry must have been previously refused credit by at least two financial institutions. And, if SBA funds are used, the industry must meet federal criteria for small businesses. The larger Texas banks are presently organizing Business Development Corporations with their smaller correspondent banks as members.

A second bill enables political subdivisions of the state to issue tax exempt industrial revenue bonds to finance new and expanding industry. This type financing is limited by the federal government to $5,000,000 per project and is practical for projects of over $1,000,000. It also requires participation of a non-profit industrial foundation.

Another potentially important act passed, but not yet funded, is the Texas Rural Industrial Commission as an adjunct of the Texas Industrial Commission. It provides for direct loans to non-profit industrial foundations for up to 40 percent of the cost of financing a new or expanding industry in a rural area. The act defines rural areas as those having: (1) suffered outmigration of population from 1960 to 1970; (2) incorporated cities of less than 50,000 population; and (3) areas which failed to sustain population increases as great as the average for the state's metro areas.

AUTHORITY TO DO BUSINESS

A corporation not presently doing business in Texas obtains authority to do so by filing an application with the Secretary of State, Austin, on forms supplied upon request. The fee for filing Articles of Incorporation is $100. The fee for filing an application for a Certificate of Authority for foreign corporations is $500. In addition, it is necessary to deposit $500 to he held in a trust account to guarantee payment of the tax. A State Charter is *not* required for proprietorships, partnerships . . . any non-incorporated business.

FRANCHISE TAX

At the state level, the nearest approach to a universal business tax is the corporation franchise tax levied upon corporations to the extent they do business in Texas. The rate of tax is $4.50 per $1,000 or fractional part thereof computed on the stated capital, surplus and undivided profits. A tax on long-term debt will be phased out by May 1, 1973. The formula for allocating to Texas the taxable capital is the percentage of gross receipts from business done in Texas to the total gross receipts. In addition to gross receipts from transactions originating and terminating in Texas, Texas gross receipts shall include the sale of tangible personal property shipped from points outside the State into Texas except receipts from sales of food and food products and drugs and medicines sold pursuant to an oral or written prescription by a practitioner.

If the tax on capital stock, surplus and long-term debt allocable to Texas is less than the county assessed value of a corporation's property in Texas, the tax must be computed on the assessed value at the capital and surplus rate. If the tax computed on either basis is less than the minimum tax provided by law, the minimum of $38.13 must be paid.

Texas Industrial Commission. *Texas Plant Location Fact Book*

The Comptroller of Public Accounts mails tax forms for filing the franchise tax reports to all corporations in advance of the annual reporting date. The annual reports are due on or before June 15, but the tax to be paid is for the year beginning May 1 prior to June 15. Certain corporations such as insurance companies, corporations formed for purely public charity, strictly educational and religious worship are exempt from the franchise tax.

TEXAS AND LOCAL SALES TAX

"Limited Sales and Use Tax" of 4 percent. Exemptions include tangible personal property which will be a component part of a manufactured product or consumed in processing, sales delivered out of state, sales for resale, and a number of other items too long to list. When there is any doubt as to whether a product used, produced or sold is subject to the tax, rulings may be secured from the State Comptroller of Public Accounts. An additional 1 percent Sales Tax may be levied at the option of the city.

INCOME TAX

Texas *does not have* a corporate nor a personal income tax.

TEXAS CHAIN STORE TAX

Retailers and wholesalers are liable for the annual chain store tax, graduated from $5 on the first store up to $826 on each store in excess of fifty. This tax will be phased out by 1975 with decreases of 25 percent in 1972, 50 percent in 1973, and 100 percent in 1974. An *Exempt Store Tax* applies to manufacturers selling their own products within the state; distributors taking orders and selling from stock at one or more locations, such as showrooms; dairies; service stations; restaurants; and building maintenance and supply firms. Fees are $5 for the first unit and $10 for each additional.

UNEMPLOYMENT INSURANCE TAX

The average unemployment tax rate for all employers in Texas for the fiscal year 1970 was only 0.31 percent—one of the lowest in the nation.

No other major manufacturing state offers so many economies in unemployment compensation taxes as does Texas. Reasons which explain this advantage:

1. Diversified manufacturing and good labor relations keep the labor force relatively stable.

2. Texas' experience rating system minimizes employer cost by replenishing the trust fund from tax collections with approximately the same amount paid out in benefits on a moving average basis.

3. Program administrators are strict in denying benefits to workers discharged for acts of dishonesty and intentional violations of company rules, or who quit jobs without good cause connected with the work.

4. The Texas Employment Commission considers its primary function to find jobs, not to pay benefits; devotes more than two-thirds of its efforts to placement.

5. Under state law, unemployment compensation is denied an employee:

   A. Unless he is able and available for suitable work ("suitable" considers degree of risk to health, safety, and morals at place of work);

   B. Whose unemployment is due to his own stoppage of work, eliminating claims by employees who strike but are unable to stop operation of the plant;

   C. Whose unemployment results from work stoppage at another place operated by the same employing unit, which supplies materials or services necessary for continued operation of the premises at which he works;

   D. Who fails or refuses to cross a picket line or who does not attempt to perform his available and customary work at his place of employment. (Considered as participation/having interest in the labor dispute.)

The state unemployment tax is paid by firms which employ *four or more* individuals during at least a day in each of 20 different weeks in a calendar year. Smaller employers anticipating growth may elect coverage to speed up qualifying for an *experience rating* . . . or simply in the interest of providing for the employee protection.

The maximum rate is 2.7 percent of the first $3,000 of individual earnings. A newly subject employer is taxed at the standard 2.7 percent rate for at least six calendar quarters while his experience ratio is being established. Rates are initially assigned on the first day of January, April, July and October of each year.

Thereafter, the employer is entitled to rate adjustments based on the combination of his own unemployment experience and the overall state experience. This frequently results in substantial reductions. In 1968, of the 81,142 employers eligible for experience rates, 88.1 percent were assigned 0.1 percent, the minimum obtainable under Texas' experience rating system, while 94 percent were eligible for tax rates of 1.0 percent or lower.

APPLICATION FOR STORE LICENSE

TO: ROBERT S. CALVERT
COMPTROLLER OF PUBLIC ACCOUNTS
AUSTIN, TEXAS 78711

STATE OF TEXAS

COUNTY CODE	BUS. CODE	TEMPORARY RECEIPT NO.	TYPE OF LICENSE	ACCOUNT NUMBER

APPLICATION IS HEREBY MADE FOR A LICENSE TO OPERATE A STORE ENGAGED IN THE BUSINESS OF _____ (ENTER TYPE OF BUSINESS) UNDER PROVISIONS OF ART. 17.01 (17.05), CHAP. 17, TITLE 122-A, TAXATION-GENERAL, V.A.T.S.

SAID LICENSE TO COVER PERIOD FROM _____ 19 ____ (OPENING DATE FOR NEW APPLICANT) TO DECEMBER 31, 19 ____

IS THIS APPLICATION FOR A NEW PLACE OF BUSINESS OR A RENEWAL OF A PREVIOUS LICENSE HELD BY APPLICANT _____ (NEW OR RENEWAL) IF RENEWAL INDICATE _____ (ACCOUNT NUMBER)

PLEASE INDICATE NUMBER OF STORES OPERATED IN TEXAS BY APPLICANT [ ]

APPLICANT FIRM NAME: _____ COUNTY _____

MAILING ADDRESS: _____ (STREET) _____ (CITY) _____ (STATE)

OWNER(S) NAME _____

BUSINESS LOCATION ADDRESS IF DIFFERENT THAN MAILING ADDRESS: _____ (STREET) _____ (CITY) _____ (STATE)

DIRECTOR NUMBER	
TOTAL LICENSE FEE	
PENALTY AND INTEREST DUE AFTER DECEMBER 31 (MINIMUM PENALTY $1.00)	
SERVICE FEE ($5.00 IF VISIT IS REQUIRED FOR COLLECTION)	
TOTAL AMOUNT DUE	
LESS: CREDIT MEMORANDUM NO. _____	
NET AMOUNT DUE	

BY _____ (TAXPAYER COMPLIANCE OFFICER) _____ DATE _____ (OWNER OR AUTHORIZED AGENT)

I DECLARE, UNDER PENALTIES PRESCRIBED BY GENERAL AND SPECIAL LAWS OF TEXAS, THAT THE INFORMATION IN THIS DOCUMENT IS TRUE AND CORRECT.

SHOW DATE YOUR NEWLY OPENED STORE BEGAN OPERATION. IF YOU OWN OR OPERATE ONLY ONE (1) STORE IN TEXAS FOR A FULL CALENDAR YEAR, YOUR ANNUAL FEE TO BE PAID BEFORE DECEMBER 31 IS $4.00. PLEASE REFER TO REVERSE SIDE FOR PROPER LICENSE FEE FOR STORES OPENING DURING THE YEAR. ALL STORE LICENSES EXPIRE DECEMBER 31 EACH YEAR.
MAKE REMITTANCE PAYABLE TO STATE TREASURER AND MAIL ALONG WITH THIS APPLICATION TO THE ABOVE ADDRESS.

PLEASE COMPLETE ADDITIONAL ITEMS ON REVERSE SIDE

FORM 00-0.00 (9-71)

IMPORTANT

[illegible] does applicant own or control any other business whether by legally enforceable means or otherwise? YES ____ NO ____ If so, furnish description of such relationships.

NAME OF RELATED BUSINESS	STATE WHERE INCORPORATED	LOCATION ADDRESS	RELATIONSHIP	OWNERSHIP PERCENTAGE

_____ PARTNERSHIP
_____ CORPORATION

Indicate whether Corporation or Partnership, give names of partners or stockholders and percentage of business owned or voting stock for each.

If applicant operates more than one store, enter additional store information below. Show name, address, city, county, state and opening date. Attach additional sheets if needed. Also calculate proper fees from schedule below and enter in the appropriate block on reverse side.

Minimum penalty of $1.00 Due after December 31st. Additional interest at 6% per annum required 60 days After December 31.

REGULAR STORE LICENSE FEES

PRORATED BY MONTHS FOR STORES OPENING DURING YEAR. APPLICATION FEE IS INCLUDED

	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Per Store	4.00	[illegible]	[illegible]	3.25	3.00	2.75	2.50	2.25	2.00	1.75	1.50	1.25
Per Store	7.75	[illegible]	6.67	6.36	5.50	4.94	4.38	3.81	3.25	2.69	2.13	1.56
Per Store Over [illegible]	21.63	19.03	16.79	15.37	13.75	13.03	11.31	[illegible]	7.88	6.15	4.44	2.72

EXEMPTION STORE LICENSE FEES

PRORATED BY MONTHS FOR STORES OPENING DURING YEAR. APPLICATION FEE IS INCLUDED

Per Store	4.00	3.75	3.50	3.25	3.00	2.75	2.50	2.25	2.00	1.75	1.50	1.25
Per Store and over each	7.75	7.19	6.63	6.06	5.50	4.94	4.38	3.81	3.25	2.69	2.13	1.56

RECORDKEEPING REQUIREMENTS AND A GUIDE TO TAX PUBLICATIONS

The law requires every taxpayer to maintain records that will enable him to prepare complete and accurate tax returns and insure that he pays only his proper tax. If you have questions or problems about the tax treatment of items of income or expenditure, or other items, the list of publications at the end of this publication will interest you. Most of the ordinary questions or problems of a taxpayer, whether they relate to filing an income, employment, excise, or other required return, or filing a claim for refund, etc., are answered in these publications in plain language.

Paid bills, cancelled checks, etc., that substantiate entries in your records, should be filed in an orderly manner and stored in a safe place. Good records can save dollars, are essential for efficient management, and are useful in preparing credit applications. Good records can lead to maximum social security coverage and income tax savings. Here are some ways they may help.

Identify source of receipt. You may receive cash or property from many sources. Unless you have records identifying your receipts, you may be unable to substantiate that some of them are from sources that make them non-taxable.

Prevent omission of deductible expenses. Expenses may be overlooked or forgotten when you prepare your tax return, unless you recorded them at the time they were incurred or paid. An overlooked item of $25 could cost you $3.50 or more in extra tax dollars.

Determine depreciation allowance. Since many assets are subject to depreciation, it is important that you record your capital expenditures in a permanent record. Without a record of the cost and other information concerning such assets, your depreciation allowance cannot be determined. If the assets are sold, become fully depreciated, or capital improvements are made to them, only a permanent record will reflect their unrecovered cost.

Take advantage of capital gain and loss provisions. If your records are adequate and show the date an asset (whether or not it is depreciable) was acquired, what it was used for, and whether it was sold, traded, destroyed, or otherwise disposed of, you may be able to take advantage of the capital gain provisions. You may also be allowed to postpone paying tax on certain gains, or to deduct 100 percent of certain losses that otherwise would not be deductible, or would be deductible only in part.

Establish reportable earnings for self-employment social security tax. The social security benefits payable to you upon retirement or disability, or to your family in the event of your death, depend upon your earnings. Your records should show the amount of earnings reportable for self-employment social security tax purposes.

Explain items reported in income tax return. If your income tax return is audited by the Internal Revenue Service, you may be asked to explain the items reported. Adequate records are always supported by sales slips, invoices, receipts, cancelled checks, and other documents. These are essential for explaining financial transactions.

You must keep records to determine your correct tax liability. The law does not require any particular kind of records. Regardless of your bookkeeping system, your records must be permanent, accurate and complete, and must clearly establish income, deductions, credits, employee information, etc. Memorandums or sketchy records that merely approximate income, deductions, or other pertinent items affecting your tax liability are not adequate.

If you are engaged in a trade or business, you must maintain permanent records to substantiate items appearing on your income tax, employment tax, excise tax, or other returns that you are required to file. The records must clearly show income, deductions, and credits; inventories; employees' names, addresses, and social security numbers; sales of items subject to excise taxes; and other information pertinent to the return required to be filed.

Microfilm records containing reproductions of general books of account, such as cash books, journals, voucher registers, ledgers, etc., do not meet the recordkeeping requirements of the law. However, you need maintain only the microfilm reproductions of supporting records such as payroll records, cancelled checks, invoices, vouchers, etc., provided:

1. You retain microfilmed copies as long as their contents may become material in the administration of any Internal Revenue law;
2. You provide appropriate facilities for preservation of the films and for the ready inspection and location of the particular records, including a projector for viewing them if inspection is necessary for tax purposes; and
3. You are ready to make transcriptions of any required information recorded on the microfilm.

Automatic Data Processing. Punch cards, magnetic tapes, disks, and other machine-sensible data media used in automatic data processing are adequate to meet the recordkeeping requirements, provided the system includes a method of producing visible and legible records that will provide adequate information for the verification of your tax liability.

Availability and retention of records. You are required to keep the books and records of your business available at all times for inspection by the Internal Revenue Service. The records must be retained as long as their contents may become material in the administration of any Internal Revenue law.

Records supporting items on a tax return should be retained until the expiration of the statute of limitations for that return. Ordinarily, the statue of limitations for an income tax return expires 3 years after the return is due or filed, or two years from the date the tax was paid, whichever occurs later.

If you are an employer, you must maintain all records pertaining to your employment taxes for a minimum of 4 years after the due date of the return.

Transactions affecting the basis of an asset. Records of transactions relating to the basis of property should be retained for as long as they are material in determining the basis of the original or placement property. Furthermore, legislation is sometimes enacted that provides relief for taxpayers if they can establish facts that can be proven only by records of transactions in prior years.

Changes in method of accounting or adoption of the LIFO method of inventory. Records in *support of necessary adjustments in these situations may remain material for an indefinite time.*

Basis of property received by gift. As explained in Publication 551, listed below, under certain circumstances a taxpayer can increase the basis of property received by gift if he can substantiate, by records, his basis, the donors's basis, the fair market value of the property at the date of the gift, and the gift tax paid.

Methods and periods of accounting. Select a method of accounting that clearly reflects your income. Determine your tax year and set up your books on that basis.

An accounting method is a set of rules under which you determine when and how to record income and expenses in your books, and, if you are engaged in business, how to prepare your profit and loss statement for your accounting period.

Various methods of accounting are permissible for a business, including the cash receipts and disbursements method, the accrual method, and a combination of methods known as a "hybrid method."

If you own more than one business and keep separate books and records for each, you may adopt a different method for each busineess provided it clearly reflects income. However, if inventory is a factor in determining income, your books must be kept on the accrual method with regard to purchases and sales. Thus, if you sell merchandise you must use an accrual method for your purchases and sales. Certain special methods of accounting may be permitted or required in other situations.

Accounting periods. Every taxpayer must compute his taxable income and file an income tax return (if he is otherwise required to file) on the basis of a period called the tax year. A tax year is usually 12 consecutive months. It may be a calendar year or a fiscal year (including a period of 52 or 53 weeks). You establish a tax year when you file your first income tax return.

If you file your first return as a wage earner and use the calendar year and later begin a business as a sole proprietor, you must set up your business books on a calendar year basis. Also, you must continue to file your income tax returns on that basis, unless you obtain permission from the Commissioner of Internal Revenue to change your accounting period.

A new taxpayer, such as a new corporation or an individual filing his first return as sole proprietor of a business, may adopt either the calendar year or a fiscal year. The first tax year must be adopted on or before the time prescribed by law (not including extension) for the filing of a return for that year.

A newly formed partnership may adopt the same tax year as that of all its principal partners, or, if the principal partners have different tax year, it may adopt the calendar year. To use any other tax year, prior permission of the Internal Revenue Service is generally required.

Accounting periods for employment and excise taxes. The returns required to be filed for all employment and excise taxes are always on the basis of a calendar year month, a calendar year quarter, or the calendar year, depending upon the particular kind of tax. Therefore, even though your books and records are set up on a fiscal year basis for filing income tax returns, the books and records for receipt or withholding and payment of employment and excise taxes must coincide with the period for which the return for the particular tax is required.

Further information regarding accounting periods and methods will be found in Publication 538, listed below.

Retain copies of your filed tax returns as a part of your records. They may help in preparing future tax returns, and in making computations if you later file a claim for refund. They may also be helpful to the executor or administrator of your estate, or to an Internal Revenue agent if your orginal return is not available.

Business Books and Records

To keep effective records for your business, you should deposit all business receipts in a special bank account and establish a petty cash fund for small expenses. Many employers keep a separate

bank account for trust fund (withheld) taxes. All business expenses paid by cash should be clearly shown to be for business purposes.

Make all disbursements by check if possible, so that business expenses may be well documented. Do not write checks payable to cash or to yourself unless they are drawn for personal reasons. If you must write a check payable to cash or to yourself to pay a business expense by cash, include the receipt for the cash payment in your records. If you cannot get a receipt for a cash payment, you should make an adequate explanation in your record at the time of payment.

Classify your accounts. Items should be grouped under appropriate descriptive headings such as Purchases, Rent, Repairs, Supplies, etc.

Asset accounts in your books should record (in detail) dates of acquisition, cost or other basis, and depreciation, depletion, or any other items that affect the basis of the business property.

Depreciation. The method you use for tax purposes may be different from that used for keeping your regular books. However, you must keep for tax purposes a permanent auxiliary record of depreciation that will permit reconciliation of book depreciation with tax depreciation. The subject of depreciation is discussed in detail in Publication 534, listed below.

Employment taxes. You are responsible for the payment of all Federal Insurance Contributions Act taxes (often called Social Security) and the Federal Unemployment Tax Act taxes, even though you withhold part of the FICA taxes from the wages of your employees. Your records should be detailed enough to determine the wages paid, and the income tax and social security tax withheld, in each calendar quarter in which you employ one or more persons. The rates of tax, manner of withholding and payment, and other pertinent information concerning these employment taxes is contained in Publication 539, listed below.

Entertainment and travel expenses in connection with your business must be justified and well documented in your records.

Publication 463, listed below, explains in detail the requirements to deduct these expenses and the records you are required to keep.

Employees' expense accounts. Reimbursements and other allowances to your employees for expenses they pay or incur for travel, transportation, entertainment and other ordinary and necessary business expenses in connection with the operation of your business must be included in their tax returns unless: (1) you require them to and they account for such expenses, (2) they do not deduct the expenses on their returns, and (3) the sum of such expenses equals or exceeds the total of reimbursements and allowances for them. The statement submitted by your employee should show the business nature and the amount of all of his expenses (including those charged directly or indirectly to you through credit cards or otherwise) broken down into such broad categories as transportation, meals and lodging while away from home overnight, entertainment expenses, and other business expenses.

Your accounting procedures and records for requiring your employees to report and substantiate such expenses must be adequate. In determining whether your accounting procedures are adequate, all the facts and circumstances of your case will be taken into consideration, including the controls you maintain to insure that your employees are paid (through advances, reimbursements, or otherwise) for only those expenses that are ordinary and necessary business expenses incurred in the conduct of your business.

Further information about the rules for expenses of an employee incurred on behalf of his employer is contained in Publication 463.

The Small Business Administration, Washington, D. C. 20416, has several helpful publications that may be purchased from either your local U.S. Department of Commerce office, or the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

SBA 115A, SBA 115B, SBA 115E provide lists of publications available from SBA's Washington and field offices.

Cost Accounting for Small Manufacturers (SBA 1.12:9)

Financial Recordkeeping for Small Stores (SBA 1.12:32) may be purchased for $.60.

A Handbook of Small Business Finance (SBA 1.12:15) may be purchased for $.45.

Starting and Managing a Business of Your Own (SBA 1.15:1). This series provides prospective small businessmen with management information and record systems for particular types of trade or industry. The series consists of 20 publications ranging in price from $.35 to $.65.

Other Publications

The publications listed below may be obtained free by sending a postcard to any Internal Revenue office. Internal Revenue Service employees in these offices will also be happy to furnish you with any forms you may need and to assist you if you need any help in the filing of returns.

538 Accounting Periods and Methods, Tax Information on
519 Aliens, United States Tax Guide for
504 Alimony Payments, Income Tax Deduction for
520 American Scholars in the U.S. and Abroad, Tax Information for
556 Audit of Returns, Appeal Rights and Claims for Refund
548 Bad Debts, Tax Information on Deduction for
535 Business Expenses, Tax Information on
503 Child Care and Disabled Dependent Care
567 Civil Service Disability Payments, Tax Advice on
568 Civil Service Retirees, Federal Tax Information for
517 Clergymen and Religious Workers, Social Security for
555 Community Property and the Federal Income Tax
549 Condemnations of Private Property for Public Use
526 Contributions, Income Tax Deduction for
542 Corporations and the Federal Income Tax
551 Cost or other Basis of Assets, Tax Information on
512 Credit Sales by Dealers in Personal Property
511 Depreciable Property, Sales and Other Dispositions of
534 Depreciation, Tax Information on
547 Disasters, Casualty Loses, and Thefts, Tax Information on
561 Donated Property, Valuation of
508 Educational Expenses, Tax Information on
510 Excise Taxes for 1972, Information on
501 Exemptions and Exemptions for Dependents, Your
557 Exemption for your Organization, How to Apply for Recognition of
225 Farmer's Tax Guide
378 Federal Fuel Tax Credit or Refund for Nonhighway and Transit Users
349 Federal Use Tax on Trucks, Truck-Tractors and Buses
528 Filing Your Tax Return, Information on

518 Foreign Scholars and Educational and Cultural Exchange Visitors
514 Foreign Tax Credit for U.S. Citizens and Resident Aliens
553 Highlights of 1971 Changes in the Tax Law
530 Homeowners, Tax Information on Deductions for
506 Income Averaging Method, Computing Your Tax Under the
537 Installment and Deferred-Payment Sales
573 Interest Equalization Tax Highlights
565 Interest Equalization Tax, Tax Information on the
545 Interest Expense, Income Tax Deduction for
572 Investment Credit, Tax Information on
550 Investment Income and Expenses, Tax Information on
536 Losses from Operating a Business
502 Medical and Dental Expenses, Deduction for
529 Miscellaneous Deductions, Other
521 Moving Expenses, Tax Information on
564 Mutual Fund Distributions, Tax Information on
515 Nonresident Aliens and Foreign Corporations, Withholding of Tax on
541 Partnership Income and Losses, Tax Information on
575 Pensions and Annuities, Tax Information on
577 Pollution Control Facilities, Amortization of
527 Rental Income and Royalty Income
540 Repairs, Replacements, and Improvements, Tax Information on
524 Retirement Income and Retirement Income Credit
560 Retirement Plans for Self-Employed Individuals
566 Retirement Plans for the Self-Employed, Questions and Answers on
543 Sale of a Business, Tax Information on the
544 Sales and Exchanges of Assets
576 Savings Bonds, Tax Information on United States
533 Self-Employment Tax, Information on
523 Selling Your Home, Tax Information on
522 Sick Pay, Adjustments to Income for
558 Sponsors of Contests and Sporting Events, Tax Information for
532 Students and Parents, Tax Information for
559 Survivors, Executors, and Administrators, Federal Tax Guide for
554 Tax Benefits for Older Americans
509 Tax Calendar and Check List for 1972
571 Tax-Sheltered Annuity Plans for Employees of Public Schools and Certain Tax-Exempt Organizations
505 Tax Withholding and Declaration of Estimated Tax
525 Taxable Income and Nontaxable Income
546 Taxes, Income Tax Deduction for
531 Tips for Federal Tax Purposes, Reporting Your
463 Travel, Entertainment and Gift Expenses
54 U.S. Citizens Abroad, Tax Guide for
563 U.S. Citizens Abroad, Tax Return Filing Requirements for
570 U.S. Citizens Employed in U.S. Possessions, Tax Guide for
569 U.S. Taxpayers Abroad, Questions Asked by
516 U.S. Government Civilian Employees Stationed Abroad, Tax Information for
513 Visitors to the United States, Tax Information for
539 Withholding Taxes from Your Employee's Wages

Your Federal Income Tax and *Tax Guide for Small Business.* These two 160-page publications, which may be purchased for $.75 a copy, provide for the individual and for the small businessman, nearly all the answers to questions and problems the average taxpayer may encounter in filing

returns or carrying out other requirements of the tax laws. The publications are written in plain, nontechnical language and contain numerous examples and sample filled-in return forms. You may order either of these publications from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, and have the copy or copies mailed to you. You may also purchase these publications at your Internal Revenue Service office.

The following publications may be obtained at the prices indicated below by writing to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Guide to Record Retention Requirements. Price $1.00.
Publication 11, Actuarial Values for Estate and Gift Tax. Price $.55.
Publication 448, A Guide to Federal Estate and Gift Taxation. Price $.50.
Publication 337, Law and Regulations Relating to Employee Pension, Annuity, Profit-sharing, Stock Bonus and Bond Purchase Plans Including Plans for Self-Employed Individuals. Price $.70.
Publication 377, Pension Trust Procedures and Guides for Qualification under Section 401(a) and 405(a) of the Internal Revenue Code of 1954. Price $.35.
Publication 274, Timber Owner and His Federal Income Tax. Price $.35.
Publication 721, Comprehensive Tax Guide to United States Civil Service Retirement Benefits. Price $.70.

BUSINESS FAILURE

Dun and Bradstreet has compiled *The Failure Record Through 1971*. This is a pamphlet that lists the number of business failures from 1920-1971. This study tells the kind of industry, location, age, size, and cause of failure. Business leaders turn to the studies made by Dun and Bradstreet when they are planning to open a new business or to expand their old business. When accurate records are kept, leaders can predict the outcome of a service or product.

For further details on data that help businessmen plan their future, write to:

Dun and Bradstreet
99 Church Street
New York, New York 10007

Business

THE HOUSTON POST
SUNDAY, OCTOBER 15, 1972

Managers watch apartments for absentee owners

By CARL HOOPER
Post Business Writer

Thousands of Houstonians live in apartments owned by absentee landlords in places like Los Angeles, Chicago, New York, Miami, Canada, Europe and the Middle East.

About 25,000 Houston apartment units have been sold to out-of-town investors since the beginning of the 1970s.

The investors range from individuals to syndicates, insurance firms, public building companies and real estate investment corporations.

They buy the properties for tax shelters, cash flow or a combination of the two motives.

Some make a handsome profit on their investment in Houston.

Others, however, take a beating, thanks to the soft market, the rent freeze, the cost squeeze and the high rate of apartment vacancies.

The typical investor is represented by a management company based in Houston.

The local manager looks after maintenance, hires and fires the apartment staff, collects the rent and sends the money to the absentee owner lolling at a villa on the Riviera or sitting in an office on Wall Street.

Such an operation is likely to succeed only if sound management is provided at the local level, says Larry Thomas, vice president of Parkway Management Co.

Parkway is a Houston firm that manages 1,500 apartment units and other properties for both local clients and out-of-town investors as far away as Utah, Ohio and Tennessee.

The firm will soon move from 402 Pierce to provide resident management for a 17-story building being built in the 1900 block of Allen Parkway by the Houston-based First Mortgage Co.

"The Houston apartment market can be a tricky proposition for the out of town investor," Thomas said. "Guidelines that are valid for California or Arizona may not work in Houston.

"Houston is so overbuilt on apartments that the soft market is causing a high vacancy and turnover rate and often results in inadequate screening of prospective tenants.

"Most tenants are conditioned to expect more and better amenities and services at reasonable rates. They tend to be understandably fickle about their apartments. And they will move unless they get what they want.

"The secret is sound management by people who know the local situation and can walk a tight rope between maximum service to the tenant and cost control for the investor."

Thomas said costs are rising faster than rents and may result in reduced service and neglected maintenance to the point where a new owner has a major rehabilitation on his hands.

Houston Post
October 15, 1972

Business Leaders Change Patterns

Newsweek

The Most Super Market

Little more than a decade ago, Wall Street was booming supermarket stocks as glamorous growth issues: people would always eat, wouldn't they? But rapid expansion by the supermarket chains and the ensuing price competition soon turned that investment tale upside down, and ever since then the chains have been waging a discouraging battle to shore up their eroding profit margins. Despite diversification into drugs, discount-department-store operations and even food discounting, the industry's profit margin has dropped steadily from 1.4 per cent in 1965 to 0.86 per cent in 1971. But with some $72 billion in annual business at stake, the supermarket companies aren't about to give up—and several have started a new round of marketing experiments.

The boldest move was by the venerable Great Atlantic & Pacific Tea Co., which was on the verge of losing its status as the country's largest food chain after a decade of no growth. A&P now hopes to become the nation's super discounter, slashing prices on 90 per cent of the merchandise at its 4,200 stores and reducing assortments from an average of 11,000 items to 8,000, on the admittedly large gamble that lower overhead and faster turnover eventually will reap greater profits. Other chains such as Food Fair Stores and Penn Fruit Co. are dabbling with similar cut-rate stores, but so far none has opted for A&P's whole-hog route.

Robert R. McElroy—Newsweek

. . . and discounts on housewares

More widely publicized has been the 24-hour-a-day experiment by Supermarkets General Corp.'s Pathmark chain on the East Coast. All-night shopping has long been a part of the unique California life-style, but when the Pathmark store managers threw away their latch keys, the new cast of women shopping in curlers and nightgowns, early-morning fishermen dropping by for bait and all-night poker clubs sending messengers for six-packs of beer was a feature editor's dream. Pathmark refuses to say whether the gimmick has yet generated sufficient traffic to pay for itself, but competitors already have lengthened their hours and legislators in several New Jersey and New York communities are trying to make all-night operation illegal.

$39 Million Deal

Igloo and Coca-Cola Agree to Acquisition

Igloo Corp., Houston-based manufacturer of picnic chests and other leisure time products, and Coca-Cola Bottling Co. of New York have agreed in principle for the independent bottling company to acquire Igloo.

The transaction is valued at about $39 million, based on Coca-Cola Bottling's $26 closing price Tuesday. The transaction will be a one-for-one stock exchange.

The New York firm is world's largest independent bottler of soft drinks, handling both Coca-Cola and Dr. Pepper in four states and Puerto Rico.

The New York firm earned $8.5 million, before an extraordinary credit of $501,000, on sales of $161 million in 1971. Igloo had earnings of $1,078,000 on sales of $13.8 million for the nine months ending July 31.

Houston Chronicle
September 27, 1972

BEST COPY AVAILABLE

Business Predictions

Increase expected for plant spending

WASHINGTON (UPI) — The Commerce Department estimates business spending for new plants and equipment will increase 9.7 per cent this year to $89.1 billion.

The department said that in June it had estimated the gain would be 10.3 per cent, but the 9.7 figure would compare to the 1971 gain of 1.9 per cent.

The report on capital expenditures in the first six months said manufacturing investment rose 1.5 per cent, and spending by other firms jumped 9 per cent.

Houston Post
October 15, 1972

Realty roundup

- River Oaks adds tenants
- Retail center to be developed
- 2 transactions net $1.9 million
- Office opened by realty firm
- Fabric Centers leases space
- Company plans 2 gift stores
- 16 acres sold for $1.5 million

Downtown building sold

New firm plans buildings

The above captions are about business in Houston. What effects will these have on the job market here?

NOTICE

Corporations, Professional Men, Businessmen

- **Conserve Your Capital**
- **Need Equipment Financing or Leasing? (5 to 8 Years)**

We Will:

A. Buy New Equipment and Lease It To You

B. Buy Your Used Equipment and Lease It Back To You

C. Mortgage Financing Also Available

- **Minimum $1,000 to Millions.**
- **Machinery, Vehicles, Equipment, Furniture, Fixtures, Boats, Airplanes, Oil Rigs, Refrigeration, Tools, Etc.**

COMMERCIAL LEASING-FINANCING CORP.

P. O. Box 58223
Houston, Texas 77058
Phone: 333-4770 Code: 713

Business leaders often use borrowed money. List 3 companies that are in the finance or leasing business.

BUSINESS AND OFFICE MACHINE CAREERS IN WANT ADS

PERSONNEL SERVICES

CAREERS ARE OUR BUSINESS
Call Rosalie Turner Willie Cole 526 6144

RECEPTIONIST PLUS!
FEE PAID $500
The Black Gold industry in Houston is booming! Consider this prestigious employer in your new association. Lovely executive offices.

THE NEAR SOUTHWEST!
FEE PAID $550
Join the staff of a public relations oriented engineering firm. Lovely offices in a non-congested, easy to get to location. Secretarial skill please.

ANOTHER PROMOTION!
FEE PAID $525
What could be a better reason for this vacancy. A VIPS Client that promotes from within (a firm corporate policy). If you have secretarial skill consider this position and see your future potential unfold each day.

GALLERIA AREA!
FEE PAID $525
A compatible match for the careerist who expects more from her job than normal routine. Here's an opportunity to enjoy your job and variety as well.

AROUND THE WORLD!
Salary Area $500 +
A very special VIPS Client has requested our assistance in selecting the professional person who has had travel agency or airline ticketing experience.

TAX SPECIALIST!
Salary Area $650 +
If you have a degree with 3 to 7 hrs. of accounting and tax is your specialty consider this growth opportunity.

AN ARTIST WORLD!
Salary Area $450
Enjoy meeting the world's leading artists and assist in the public relations and promotion of events. Glamour plus! Typing skill please for press releases and related duties.

HAPPINESS IS *lending a secretarial helping hand to this national organization's Houston headquarters. They are so very involved with their many projects, that you just won't have time to ever get bored. Typing & shorthand, please.* **$500**

HELP WANTED! *Your bewitching charms and good typing skills will brighten this busy manufacturing tycoon's day. General clerical duties involved. There's plenty of opportunity to advance. Start* **$110 UP**

FAR FROM THE MADDENING CROWD—*just forget those nasty old traffic tie-ups and cross the lovely surroundings in either the accounting dept. or the geologists offices of this well-known suburban firm. Late shorthand required for both clerk-secretarial positions.* **$390-$195**

MONDAY'S CHILD *is fair of face, but you also need lots of secretarial charm to keep up with this large, busy concern. The nicest people around have two very responsible positions to fill, and one is for an executive level. Start* **$450-$525**

ADMIN ASSISTANT!
FEE PAID $600
A downtown happening. Enjoy the executive suite of this international firm and assist 2 dynamic corporate officers. Calls for some shorthand skill.

WANT SOMETHING Different?
BE A WESTERN GIRL TEMPORARY
Bilingual Typists—Demonstrators

Employment Agencies Charge a fee for helping find the right person for the right job. Sometimes the fee is paid by the employer and sometimes by the employee. Read forms carefully before you sign any papers.

HOUSTON POST, October 15, 1972

IMMEDIATE

DATA PROCESSING OPPORTUNITIES

SYSTEMS ANALYST—Project responsibility for design and implementation of new systems. Must have strong background on 360/30 or above using ALC and COBOL. Prefer degree. Career opportunity.

COMPUTER PROGRAMMER—Strong ALC experience, COBOL helpful using 360/30 or above under DOS. Minimum 1 year ALC, tape and disk experience required.

KEYPUNCH OPERATORS—Requires 9,000 strokes per hour and at least one year's experience. Second shift positions available.

Excellent salaries commensurate with experience and abilities

Full company benefits.

APPLY

foleys

DOWNTOWN

Equal opportunity employer

COMPUTER TECHNICIANS

Texas Instruments, Inc., where the model 960 A mini-computer and the new 980 A mini-computer were developed is looking for experienced Computer Technicians to establish diagnostic tests and maintain Texas Instruments' mini-computers, computer test systems and associated peripheral equipment.

If you have an Associate of Science degree in Electronics or equivalent and four (4) years of related experience, Texas Instruments has an excellent opportunity for you.

Apply in person at the employment office of Texas Instruments Incorporated, 12201 Southwest Freeway, in Stafford, at the intersection of Airport Blvd. The employment office is open Monday through Friday, from 9 to 11 a.m. and from 1 to 3 p.m.

TEXAS INSTRUMENTS
INCORPORATED

An Equal Opportunity Employer

HOUSTON POST, October 15, 1972

BUSINESS AND OFFICE MACHINES EMPLOYMENT AGENCIES

EXECUTIVE DIVISION
PERSONNEL SERVICE

THREE COMPANY PRESIDENTS NEED HELP

These Are All Fee Paid, of course

PRESIDENT #1 . . . Fast growing, new to Houston retailer needs someone capable of handling the various duties and pressures associated with an executive secretarial position ..... to $650

PRESIDENT #2 . . . "Good news and bad news" FIRST THE BAD NEWS - heavy typing and dictation, lots of deadlines to meet. NOW FOR THE GOOD NEWS - very stable Houston firm, with great benefits including profit sharing ..... to $600

PRESIDENT #3 . . . The President is a perfectionist but aren't most successful men? In this position you will do everything from regular secretarial duties to taking notes at board meetings to writing and editing the monthly newsletter to customers ..... to $600

Placement Service

Fee Paid Positions

$700 **EXECUTIVE SECRETARY.** Good background in oil and gas. Excellent Opportunity.

$625 **EXECUTIVE SECRETARY.** Great advancement potential. Well-rounded work background.

$600 **PERSONNEL SECRETARY.** No shorthand required. Must enjoy working with people.

$600 **CLERK-STENO.** For someone who likes a variety of office duties. Southwest area.

$600 **DICTAPHONE SECRETARY.** No shorthand needed. Any good work experience considered.

$575 **PRODUCTION SECRETARY.** Must have some background in production & drilling. Downtown.

$550 **SECRETARY TO CONTROLLER.** Expanding company in Southwest area. Prefer some accounting.

$625 **SECRETARY.** Near Gulfgate. Opportunity to learn land development & real estate.

$400 **JR. ACCOUNTING CLERK.** Will train a math oriented beginner. Some typing.

$450 **GENERAL OFFICE CLERK.** Interesting and varied position. Learn the marketing field.

$650 **ASS'T PROPERTY COORDINATOR.** New company looking for someone with title & mortgage background.

$425 **RECEPTIONIST.** Lots of public contact. Very personable with accurate typing.

$474 **SR. RECEPTIONIST.** Great clients, relieve on call director. Light typing.

FEE PAID . . . SECRETARY. Be surrounded with luxury in Greenway Plaza. This executive requests Mortgage Loan or Title exper. ..... to $650

EXECUTIVE SECRETARY. (FEE REIMBURSED) To treasurer & Senior V.P. Interesting & stimulating position for Secretary with executive level exper. ..... $625 UP

FEE PAID . . . SECRETARY. A leading national company will appreciate your skills & exper. .....

BOOKKEEPER. F/C. Excellent company near Gulfgate. Retail or construction exper. please $600

FEE PAID . . . EXECUTIVE SECRETARY. Fast paced atmosphere offers a real challenge to the Secretary accustomed to executive responsibility ..... to $675

TYPIST . . . Use Magnetic Card machine. Title exper. a prerequisite ..... to $700

FEE PAID . . . ACCOUNTING CLERK. Opportunity for someone with good math ability. 10 key adder, light typing .....

SECRETARY. (FEE REIMBURSED) If you have some knowledge of bookkeeping, you will be an asset to this dynamic group of architects ..... to $550

FEE PAID . . . SECRETARY to Controller. You will like working with this firm's financial officer. Some accounting background ..... to $575

BOOKKEEPER-SECRETARY. (FEE REIMBURSED) Payables, receivables, payroll, disbursements. Typing is light ..... to $600

FEE PAID . . . TYPIST-CLERK. Great opportunity for individual capable of assuming responsibility. Numbers aptitude helpful ..... to $600

SECRETARY to V.I.P.'s. Small office near Dome offers good potential, and the Fee is Negotiable $550

FEE PAID . . . BOOKKEEPER. This fine firm has covered parking, many other marvelous benefits $525

SECRETARY. (FEE NEGOTIABLE) Opportunity for exper. Secretary to learn legal. Town $500

FEE PAID . . . INSURANCE RATER. Progressive firm is looking for ability to supervise others ..... to $550

ADMITTING CLERK. Pleasant manner with people is important. Good work background ..... $400 +

FEE PAID . . . BOOKKEEPER. Marvelous opportunity for someone capable of full charge responsibility ..... $550 +

Which job must the employee pay for on this page? What does reimbursed mean?

HOUSTON POST, October 15, 1972

$1,200 MONTH GUARANTEE OR COMMISSION

MAN-WIFE TEAM—OR PARTNERSHIP

STABLE COUPLE CAN MAKE $20,000 UP ANNUALLY

ALSO NEED SALARIED PERSONNEL

MANAGER $500 to $650 per mo.

6-DAY WORK WEEK

ASST. MANAGERS $400 to $550 per mo.

7-day openings available at increased salary.

Qualifications: stable work record and background history, pass polygraph exam. Must have own transportation and telephone, work nights.

BABY GIANT FOOD STORE

Apply in Person

Or Call 528-2085 for Convenient Appointment

2444 TIMES—Suite 301 OFF 6100 Block Kirby Drive

Between 10 A.M. and 3 P.M. Monday thru Friday

Polygraph background history checked

TRW CONTROLS

QUALITY ASSURANCE INSPECTOR

Must have experience in incoming and receiving inspection of printed circuit boards. Minimum 2 yrs. experience.

KEYPUNCH OPERATOR

To record accounting and statistical data on a variety of tabulating cards by operating a keypunch machine. Minmum of 2 yrs. experience or equivalent with ability to operate the Univac 1710, make program cards, and experienced in Alpha.

SUB-ASSEMBLY PLANNER

To perform production planning, scheduling and expediting of Manufactured sub-assemblies through a manufacturing area. Duties will also include generation of production work orders and expediting purchased items through sub-assembly completion. Minimum of 2 years experience.

CLERK

To perform routine clerical tasks related to production control. Typing requirement 55 plus and ability to maintain files. Minimum 1 yr. clerical experience.

RANDALL'S

DISCOUNT SUPERMARKETS

an equal opportunity employer

Will interview applicants for full or part time

GROCERY . . Clerks, Stockers Checkers, Box Boys, Porters

PRODUCE . . Clerks

BAKERY . . Sales, Bakers

DELICATESSAN . . Cooks, Sales

For a New Randall's Discount Supermarket at FM 1960 and I 45 North

APPLY: October 9th through 13th 9 A.M. to 4 P.M.

Texas Employment Commission Open 24 Hours a Day— Never on Sunday

This ad Paid for by Employer

THE HOUSTON CHRONICLE, October 8, 1972

RESOURCES

BUSINESS AND OFFICE MACHINES STUDY TOURS

Foreign Trade

JAPAN TRADE CENTER
Mr. A. Hirose
Executive Director
1127 Walker St.
Houston, Texas 77002
227-8318 or 227-6861

Descripion: A show window and information office for acquiring any information connected with business in Japan.
Specifications: Welcome tourists, students, U.S. and foreign groups; No minimum; Maximum 100; need one month advance notice; tours narrated; translating service available in English, Spanish, and Japanese; prefer touring 9-5 M-F.
Tour classification: Open house for tourists and by arrangement only for groups.

UNIVAC EDUCATION INSTITUTE
Gary C. Bankes
7015 Gulf Freeway
Houston, Texas 77017
644-1281

Description: Provide training to business industry, community on computer related subjects.
Specifications: Welcome tourists; Welcome student, U.S. and foreign groups; Minimum 6; Maximum15; need 5 days advance notice; tours narrated; prefer touring 8 a.m. to 5 p.m.
Tour classification: By arrangement only.

Insurance

PRUDENTIAL INSURANCE COMPANY OF AMERICA
Southwestern Home Office
A. C. Espenship
Personnel Director
1100 East Holcombe Blvd.
Houston, Texas 77027
748-1400, ext. 204

Description: Sale of life and health insurance and real estate investments.
Specifications: Welcome tourists (limit 8 people), students, U.S. and foreign groups; Minimum 8, Maximum 30; need 7 days advance notice; no hippie attire or bare feet; some areas restricted to all visitors; tours narrated; special discussions available on request; only one tour may be arranged per day, 2 p.m. Monday-Friday.
Tour classification: By arrangement only.

Data Processing

INTERNATIONAL BUSINESS MACHINES DATA CENTER
Robert W. Palmer
6900 Fannin
Houston, Texas 77025
748-3300, ext. 346

Description: IBM Data Center, machine facilities (System 360, Mbdel 40 and System 360, Model 50).
Specifications: Welcome student, U.S. and foreign groups; Minimum 10; Maximum 20; need 2 weeks advance notice; tours narrated; special discussions available on request; prefer touring between 8:30 a.m. and 5:15 p.m.; tour duration 45 minutes.
Tour classification: By arrangement only.

BUSINESS AND OFFICE MACHINE SPEAKERS

1. Mr. Don R. James 686-8913
   Assistant Manager of Kresge on W. 43rd.
   Dedicated to youth activities

2. Mr. Joel P. Kay 224-3640
   Bankruptcy Lawyer

3. Mr. Ben H. Bradley 528-6141
   Office Machines, A. B. Dick Co.,
   P. O. Box 2484, Houston, Texas 77001

4. Mr. Russell M. Ramsey 528-6141
   Office Machines, A. B. Dick Co.,
   P. O. Box 2483, Houston, Texas 77001
   (speaker and tour)

5. Mr. James Dean 528-6141
   Office Machines, A. B. Dick Co.,
   2327 Southwest Freeway, Houston, Texas 77006
   (speaker and tour)

6. Mr. Thomas W. Taylor 228-3311
   Personnel Director, Foley's Department Store

7. Mr. Ralph Jordan 524-6311
   Area Sales Manager, S. Main Store
   Mrs. Doniece Smith
   Mrs. Barbara Divin . . . . . .464-1811, ext. 298
   Personnel—Sears Roebuck Co., Memorial
   (speakers and excellent film)

8. Mrs. Marcella Perry 869-3411
   President, Heights Savings and Loan
   200 W. 20th Street, Houston, Texas

9. Mr. Bill Horn 224-4600
   Mr. T. J. Meinerke
   Houston Citizen's Bank

10. Susan Lillibridge . . . . . .621-7100, ext. 435
    Personnel Director, Neiman-Marcus
    2600 S. Post Oak, Houston, Texas

11. Retail Merchants Association 224-2575
2309 Fannin, Houston, Texas 77002
Film "Shoplifting" may be borrowed

12. Miss Evelyn Balger 774-6368
Secretary for Sacco Brothers, No. 2 Incorporated
6150 Bissonnet
(Referred by Mr. Sam Sacco, Sr., President)

13. Mr. Lee Schlanger 621-1660
Connecticut Mutual Life Insurance Company
Suite 722, 3616 Richmond Avenue, Houston, Texas 77046
(Speakers' Bureau available)

14. Mr. Elton Rice 622-6500
Ranger Insurance Company
P. O. Box 2807, Houston, Texas 77001

15. Mr. Robert E. Wells 681-0313
Vice President Teachers Supply Company
4821 Dacoma, Houston, Texas 77018

16. Mr. Edward R. Sanders 523-3683
Coordinator for National Alliance of
Businessmen—Jobs
3131 W. Alabama, Houston, Texas

BUSINESS AND OFFICE MEDIA

FILM		*NUMBER*	*TIME*
1.	"Bananas, Gold from the Tropics" Export business in Central America. Popularity of the world's largest crop.	5371	9 min.
2.	"Business Machines and Operations" Sterling Educational Films	5317	7 min.
3.	"Coffee Production in Latin America" McGraw-Hill	5393	
4.	"Opportunities in Clerical Work" Sterling Educational Films	5312	10 min.
5.	"The Rise of Big Business" Encyclopedia Britannica Educational Corp.	L-5211	27 min.
6.	"Bookkeeping: Occupations and Opportunities'"	M-5183	
7.	"Certified Public Accountant A day in the Life of a C. P. A."	L-2023	27 min.
8.	"Do I Want to be a Secretary?" Skills, education and personal qualities needed.	2871	11 min.
9.	"Successful Secretary" Tips for secretaries	M-5000	13 min.
10.	"What is a Computer?" Animation explains how a computer works.	M-5097	22 min.
*11.	"Information Explosion Careers in Computer Science" Miller Productions, Inc. (Film in O. O. office)		
*12.	"Shoplifting" — Borrow from Retail Credit Merchants' Association, 2309 Fannin St., Houston, Texas 77002, Phone: 224-2575		
13.	"The Secretary — A Normal Day"	3626	
14.	"The Secretary — Taking Dictation"	3629	
15.	"The Secretary — Transcribing"	3652	
16.	"Accounting — Basic Procedures"	3630	

* Not in AV Center of H.I.S.D.

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The Failure Record through 1971. A comprehensive study of business failures by industry, location, age, size, and cause. Compiled by the Business Economics Department, Dunn and Bradstreet, Inc.

Handbook of Job Facts. 4th ed. Chicago, Illinois. Science Research Associates, Inc., 1968.

Houston Facts and Figures. Economic Data. Texas Commerce Bank, 1972 Edition.

Job Guide for Young Workers. U.S. Department of Labor Manpower Administration, 1969-70 Edition.

Bibliography

By Mrs. Mary Belt — Fondren Junior High School

E=Excellent
G=Good

BUSINESS AND OFFICE

Evaluation	*Pamphlets*	*Source*
E	"Your Future in Business Administration or Accounting"	
E	"Accounting is Business Leadership!"	
E	"Junior Accountant"	Texas View
E	"Your Future as an Accountant"	Ford Motor Co.
E	"What's It Like to Be an Accountant?"	
E	"A Career as A Certified Public Accountant"	
G	"Should You Be an Actuary?"	Career Information Service N. Y. Life Insurance Co.
G	"Should You Go into Business for Yourself?"	(same as above)
G	"IBM Administrative Careers"	Mrs. Mariee Blair, IBM
E	"Your Career in Data Processing"	
E	"The ABC's of ADP"	Data Processing Management Asso. 505 Busse Highway Park Ridge, Ill. 60068
G	"Should You Go into Electronic Computer Programming"	Career Information Service N. Y. Life Insurance Co.
G	"Invitiation to Achievement—Your Career in Management"	Am. Management Asso.
G	"Should You Be a Mathematician?"	Career Information Service N. Y. Life Insurance Co.
E	"Career In Personnel and Industrial Relations"	Am. Society for Personnel Adm. 52 E. Bridge St. Berea, Ohio 44017
E	"Personnel Interviewer"	Texas View

G	"Should You Go into Personnel Work?"	Career Information Service N. Y. Life Insurance Co.
E	"Your Career in Public Personnel Administration"	
G	"Should You Be a Secretary?"	Career Information Service N. Y. Life Insurance Co.
E	"Your Future as a Stenographer"	Ford Education Affairs Dept. Dearborn, Michigan
E	"Technical Illustrator"	Texas View
E	"Clerical Occupations"	Oregon Cluster Guide
E	"Steno-Secretarial Occupations"	(same as above)
E	"Jobs in Clerical Work"	SRA Job Family Series Booklet
E	"Jobs in Mechanical Work"	(same as above)
E	"Jobs in Mathematics"	(same as above)
E	"Jobs in Electronic Data Processing"	(same as above

Books Available in the Library

Careers in Computer Programming	Leo Barnett & Lou Ellen Davis New York H. Z. Walck, 1967
Careers in Data Processing	Stanley L. Englebardt New York Lathrop, Lee & Shepard, 1969
Your Future in Computer Programming	Sidney Davis R. Rosen, 1969
Your Career in Computer Programming	I. Seligsohn New York Messner, 1967
Strictly for Secretaries	Helen Whitcomb New York McGraw, 1965

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

SECTION B

MARKETING and DISTRIBUTION OCCUPATIONS

CLASS PRESENTATION OF THE CONCEPTS AND PROCEDURES OF MARKETING AND DISTRIBUTION OCCUPATIONS

I. Behavioral Objectives

A. Eighty percent of the students will recall that the purpose of advertising is to sell.

B. Seventy percent of the students will apply the knowledge of advertising and sales to two or more of their experiences in a written report.

C. Sixty percent of the students will associate career opportunities in marketing and distribution with their own strengths and weaknesses.

II. Instructional Objectives

A. Assign activities that will point out "loaded" words or connotations with two meanings. Encourage analytical thinking.

B. Prepare current materials that will involve students in career activities for marketing and distribution.

C. Be sure to recognize students' individual abilities and preferences.

Student Activities:

Each student will complete two or more of the following activities:

1. Clip and bring to class two or more newspaper or magazine advertisements that use the picture of an animal to promote the sale of a product or service.

2. Interview a person in advertising. If possible, tape his remarks. (Use the teacher's guide of suggestions for an interview.)

3. Find three want ads asking for salesmen. Paste them in your Marketing and Distribution Unit.

4. Bring three advertisement pictures and show them to the class with the name of the product not disclosed. Let them guess what product is being advertised. Have them write the hints they find in the pictures.

5. Draw cartoons to advertise products.

6. Write a jingle to advertise a product.

7. Combine pictures and your own script for an advertisement.

8. Cut out a colorful advertisement that you like and place in your scrapbook.

9. Pretend you are a salesman and try to sell your classmates a game or a piece of sports equipment.

10. Clip want ads for persons needed in marketing and place in your scrap book.

11. Present a two-minute television commercial to the class.

12. Give a three-minute report on recent changes in U. S. Marketing and Distribution. Use the Readers' Guide for current references.

13. Find a current article on sales and/or marketing in a newspaper. Put the article in your notebook and share orally the high points with the class.

14. Demonstrate a salesman making three bad mistakes. Have the class discover the mistakes.

15. Copy in your notebook three or more names of advertising agencies from the Yellow Pages of the telephone directory.

16. Submit a list of suggestions for addresses by guest speakers.

17. Cut out pictures of ads that tie in with a holiday or a special season and place in your notebook.

18. Find an advertisement that might present an exaggerated or double meaning; for example, free, our guest, fire sale. Check out the accuracy of the offers.

19. Interview a person in sales. Share his remarks with the class.

20. Find a resource person who will speak to the class on Marketing and Distribution Occupations. Check with your teacher for approval and date.

III. Performance Goals

A. Writing, producing, or taking part in commercials

B. Researching behavioral and economic patterns that guide choice of advertisements

C. Interviewing salesmen or marketing personnel

IV. Evaluation

A. Summation of the work shown on the wheel

B. Oral and written participation in student activities

Flexible Lesson Plan
for
Marketing and Distribution Occupations

First Day

Introduction by use of audiovisual materials (See appendix.)
Explanation of marketing terms (See appendix.)
Distribution of student activities to pupils (Explain and make definite assignments.)

Second Day

Guest speaker or study tour (See appendix for suggested names of speakers and tours.)

Third Day

Current marketing and sales promotion
Predicted activities in marketing and distribution
If possible, allow time for students to work on activities assigned the first day.

Fourth Day

Student presentations of assignments. If time permits, involve students in a marketing company improvisational skit.

APPENDIX

1. Interdependence Chart

2. H.E.W. Chart

3. Stories, Data, Activities*

4. Want Ads

5. Predictions

6. Resources

   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials

7. Summation Wheel

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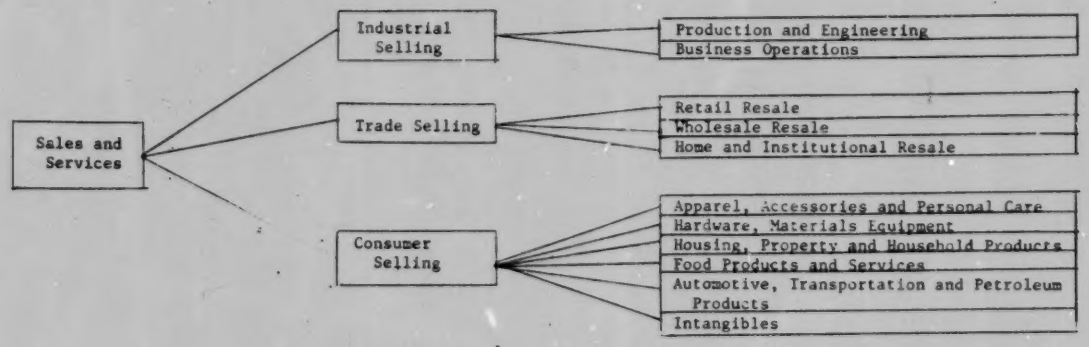
*This may vary with specific subjects in the different careers

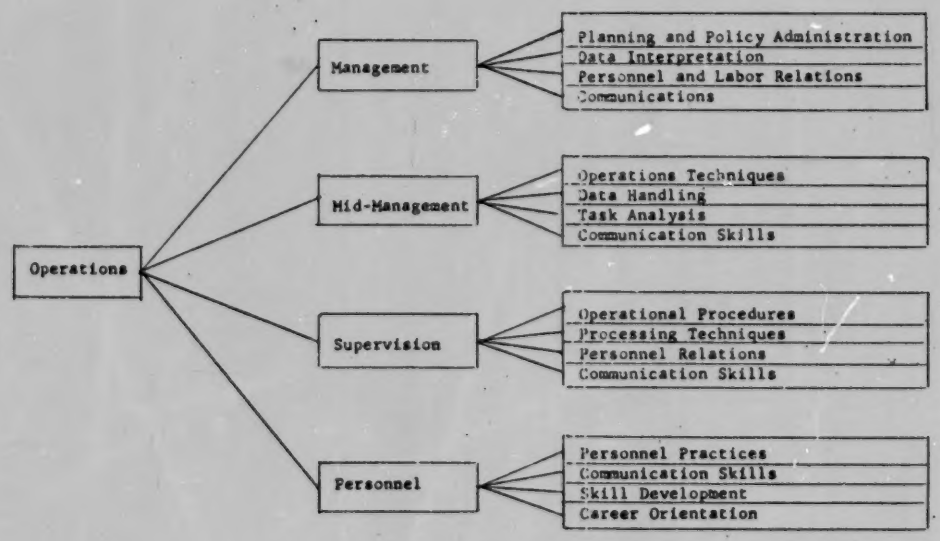
Marketing and Distribution - Interdependence –
EXAMPLES OF A FEW PEOPLE AND PLACES

PROJECTED NEEDS	CAREERS	PLACES OF EMPLOYMENT
Detailed Knowledge of Products and Services Why? Keen competition Public interest Desire for change Stimulation	Direct Consumer Salesmen (door-to-door) Wholesale Distributors Industrial Salesmen Salesmen in Retail Stores Marketing Researchers Franchise Dealers Managers for: Wholesale Sales Warehouse Distributors Retail Stores Industrial Sales Advertising Coordinators for: Billboard Signs Television Commercials Newspaper Advertisements Radio Commercials Magazine Advertisements Advertising Salesmen Advertising Account Representatives	Brush Companies Makeup Companies Insurance Companies Clothing Manufacturers Food Processors Oil Field Equipment Companies Can Companies Paper Mills Department Stores Advertising Agencies Restaurants Hotels Building Contractors Bakeries Steel Mills Grocery Stores Entertainment Centers
Informed Public Why? Mass communication		
Future Needs Why? Foreign operations Research of predicted Behavioral changes Economic changes		

Cluster for Marketing and Distribution Occupations

Pre-Vocational and Exploratory	Skill Development and Related Knowledge
7-8-9	10-11-12





Cluster for
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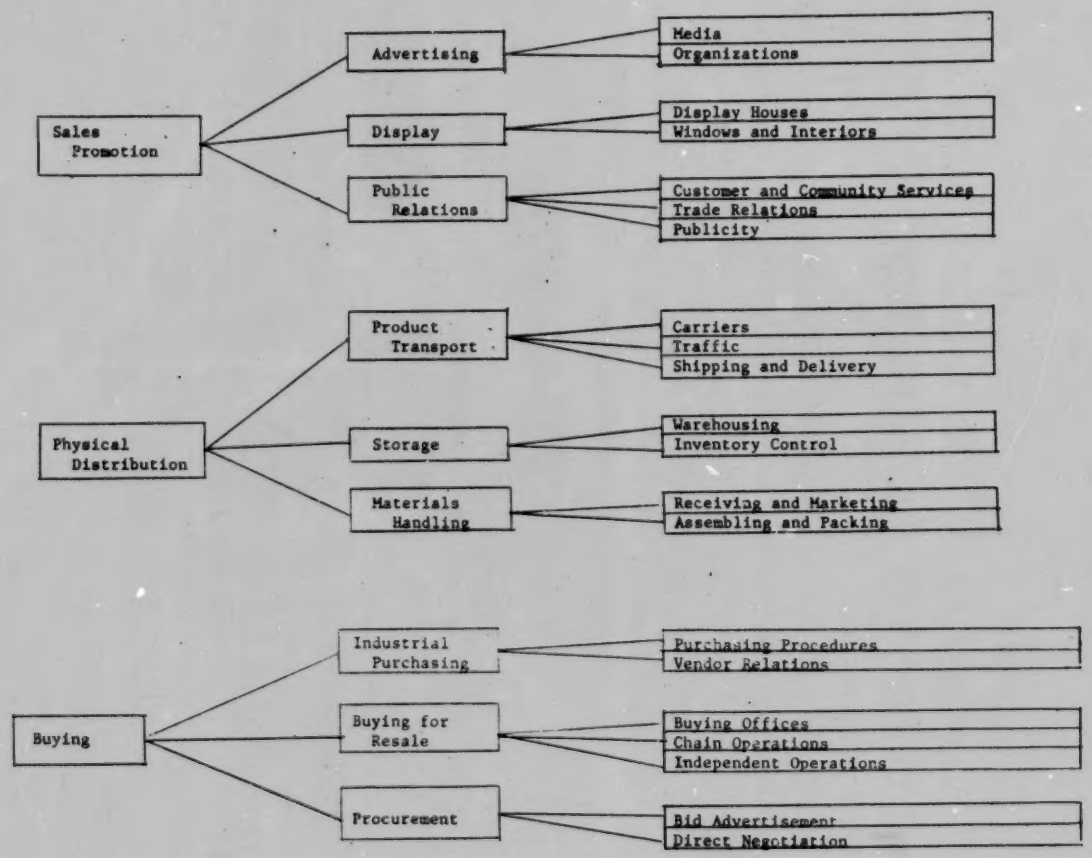

Cluster for
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Pre-Vocational and Exploratory	Skill Development and Related Knowledge
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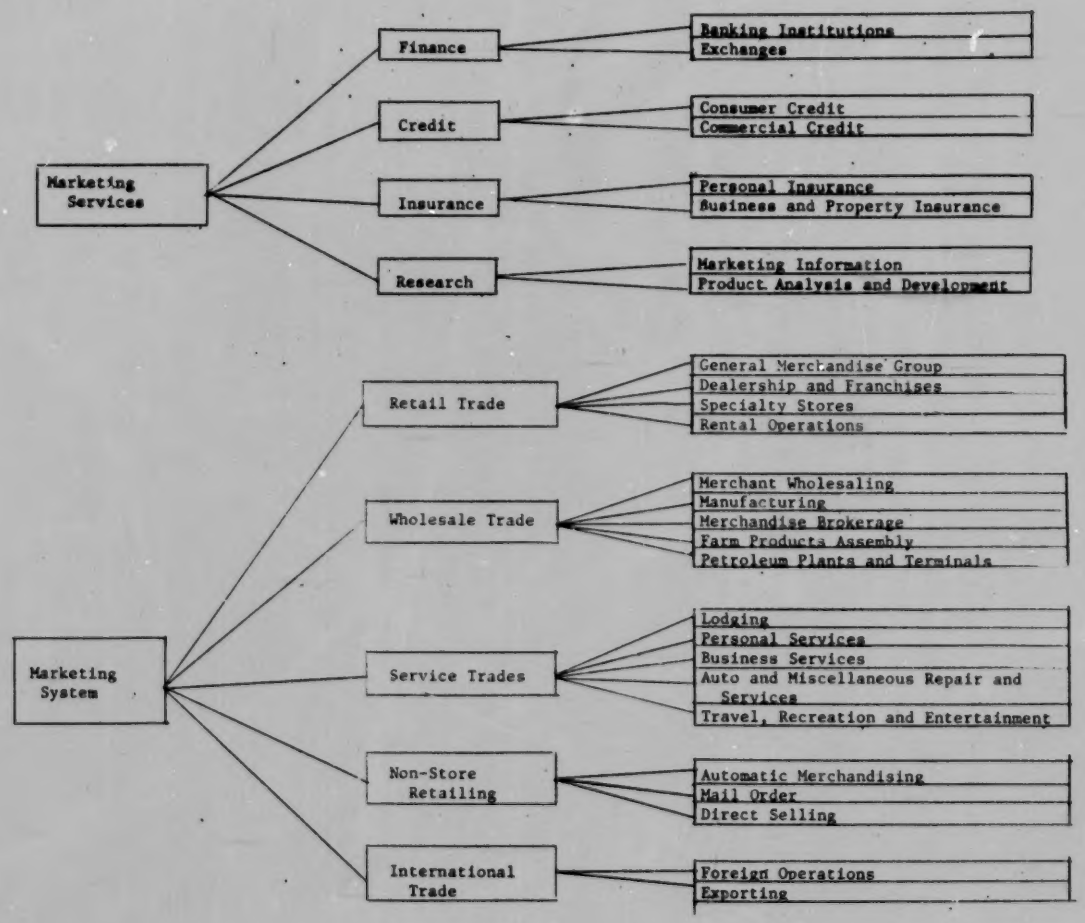

Definition of Terms
Marketing and Distribution

Advertising—is any paid form of a non-personal presentation to promote ideas, goods, marketing, or services by a sponsor.

Propaganda—is an attempt to present opinions and ideas to influence the attitudes and actions of people. The source of propaganda is often hidden, but advertisers should identify the source of opinions and ideas because if there is any deception, serious damages can result to the producers of the goods or services.

Good Salesman—is one who plans his sales and sells his plans.

Behavioral Science—is the study of actions and reactions to given events. Often predictions are made in marketing and distribution on the basis of patterns of behavior.

Consumer—is the one who buys, rents, or leases the products and/or services.

Methods of Increasing Marketing and Distribution*

I. Apply status symbol techniques
   A. Search for group leaders
   B. Determine groups from which these leaders take their cues in selecting purchases.
   C. Appeal to the masses to raise their status by falling in line with accepted leaders.

II. Apply desire for change of styles
   A. Fashions usually go from simple to complicated in first half of cycle.
   B. The return from complicated to simple usually completes the cycle.

Why Prepare for Marketing and Distribution Occupations?*

Leaders in government and business and research economists agree that the gross national product in the United States should reach a figure of 1 trillion dollars by 1975 *IF* we provide employment for our expanding work force and *IF* we continue to improve our standards of living for the people. Some experts say that a higher percentage of advertising investment is necessary to reach the government's projected goal of a trillion dollars.

The volume of advertising overseas has been increasing at an even more rapid rate than in the United States. The marketing "know-how" is being taught in one country after another as that country grows toward a consumer economy.

Those who do not enter the marketing and distribution career fields will be greatly affected by the roles of advertising and sales and by the arguments of the critics who sometimes suggest that the advertisers encourage people to buy luxuries. As the ideals of progress lead to a better world for all people—the common masses and elite few—all students must try to understand that human nature makes people want to work for something if they feel they are worthy of being accepted and of having a part of the good life; otherwise, why work at all?

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*From *Principles of Marketing: The Management View* by Richard Buskirk; *The Status Seekers* by Vance Packard; and *Advertising* by John Wright and Daniel Warner.

*Arno Johnson, Vice President and Senior Economist of J. Walter Thompson Co., New York, N. Y.

SAMPLE OF HUMOROUS AD USING ANIMALS

When you haven't got all the customers, you fight for all the customers you've got.

The way we see it, the only way to get ahead in this business is to do right by the business you've got.

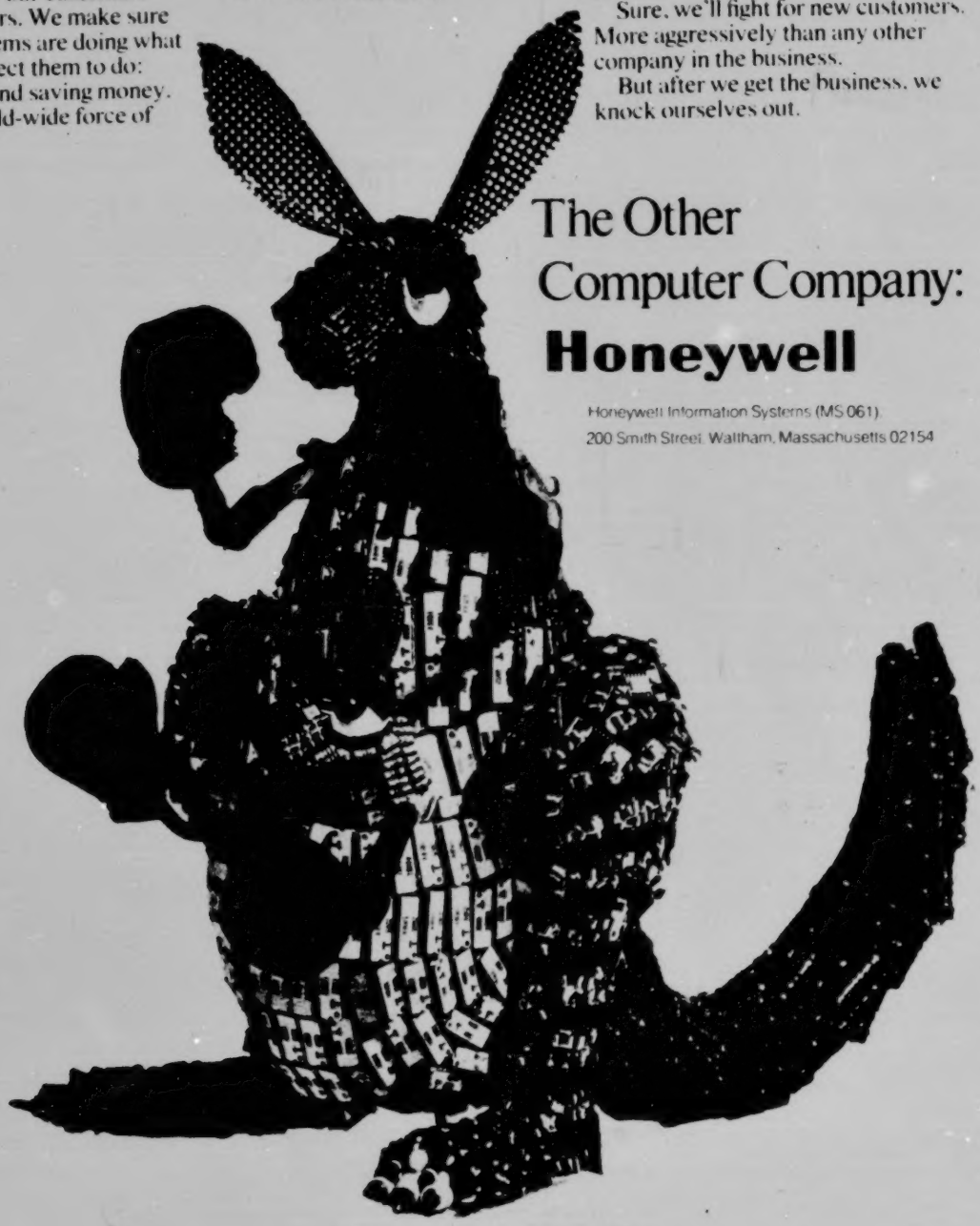
So we make sure our customers are happy customers. We make sure our computer systems are doing what our customers expect them to do: solving problems and saving money.

We've got a world-wide force of support specialists who make sure your investment in a Honeywell computer system pays off for you. Now. And in the future.

And best of all, we include basic software, systems support, application packages, and education in the price of the basic system.

Sure, we'll fight for new customers. More aggressively than any other company in the business.

But after we get the business, we knock ourselves out.



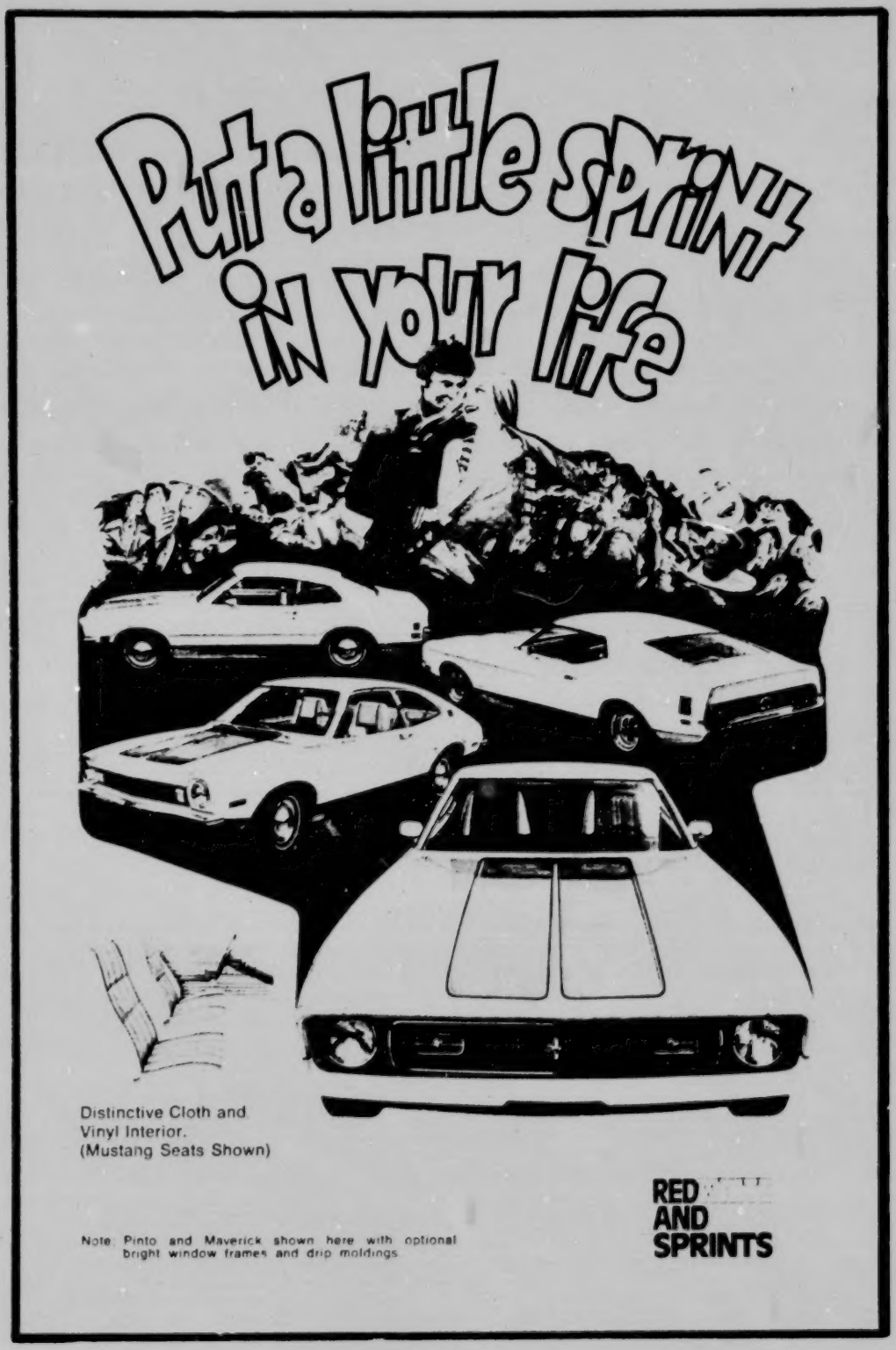
The Other Computer Company:

Honeywell

Honeywell Information Systems (MS 061)
200 Smith Street, Waltham, Massachusetts 02154

ELECTION YEAR – PATRIOTIC THEME

Advertisements often reflect current events. Can you write a patriotic ad?



CHRISTMAS CATALOGUE, 1972. Sakowitz Department Store, Houston, Texas

Ads not only catch interest, they also reveal current signs of economy, problems, and pleasure. Analyze this ad. Write what you learned.

TOTAL INDEPENDENCE AND MOBILITY WITH THE SAKOWITZ HOUSEPLANE.

Now the busy executive doesn't have to leave home and family to conduct his business. With the Sakowitz Ultimate gift, he can take both his office and his family with him. The flying home and office combination vehicle is totally equipped with all the needs for family and staff, including a Sakowitz fashion wardrobe for any part of the world in all the varying climates. The executive office, designed exclusively for Sakowitz by Finger Office Furniture Company, includes: the ticker tape from major markets, international weather station, complete multimedia center, video cassette and mini-computer, at-his-desk picture phone and closed circuit TV. In the family living and entertainment center: quadrophonic stereo, movie screen and library. Master, children and staff bedrooms arranged according to size in selection of one of three aircraft:

727 (200) 989 square feet, range 3,000 nautical miles $9,000,000

707 1,220 square feet, range 5,000 nautical miles $11,000,000.

747 3,632 square feet, range 5,500 nautical miles $27,000,000.

In preservation of family life, time saving and tax advantages, the Ultimate Gift is a realistic investment for the man who has everything.

Please allow sufficient time for delivery. Prices subject to manufacturers change up to delivery date.

Deceptive Advertising Is Charged In Refusal to Give Rain Check

A deputy sheriff has charged the sales manager of an appliance store with deceptive advertising resulting from an alleged failure to give a customer a guaranteed rain check.

The store, Kennedy and Cohen, 6000 South Loop East, advertised a color television set for $468 last week.

If any item in the ad was sold out, the ad said, the store would give a rain check to purchase the item later at the reduced price.

A customer, unable to buy the advertised set, could not get a rain check, said Sgt. Marvin Zindler of the sheriff's consumer fraud division.

Jack Ciarrochi, the sales manager, had no comment on the misdemeanor charge. He said he would consult with the store's attorneys.

Houston Chronicle, Nov. 5, 1972

Duncan Monthly Newsletter
August 15, 1971

Clients are angry when advertising problems occur. How could the problems here have been avoided?

SPECIAL NOTICE

Ceramic Arts & Crafts magazine has chosen to reject our September color advertisement and all future ads, both color and black and white (Including our distributor listing) that contain any information regarding our new magazine, *CERAMICS, the World's Most Fascinating Hobby.* Our obligation to our customers is too great to purposely omit any mention of this new, exciting publication in our ads. For the first time, our industry is on the threshold of becoming THE major leisure-time hobby activity. Our new magazine, *CERAMICS, the World's Most Fascinating Hobby,* will be a big boost toward that goal which we all seek.

You will still be able to see all the exciting things happening at Duncan's by following our monthly advertisements (color and black and white) in *Popular Ceramics* magazine. If you are not now subscribing to this magazine and want current monthly information on Duncan's advertising, we suggest you write to *Popular Ceramics* and enter your subscription today.

Settlement on Ads Accepted by FTC

Washington (UPI) — The Federal Trade Commission has provisionally accepted a proposed settlement of charges that the makers of Easy-On Speed starch, Easy-Off window cleaner, Aerowax and Black Flag ant and roach killer used deceptive ads.

American Home Products Corp. of New York City, manufacturers of the products, and its advertising agency, Cunningham & Walsh Inc., agreed Tuesday to a consent order prohibiting them from using deceptive demonstrations to prove the "superiority" of their products.

The public has 30 days in which to comment before the order becomes final with the force of law.

The FTC had charged commercials purporting to prove the superiority of American Home Products household goods failed to do so because directions for the competing brands either were not followed or other deception was used.

For example, the FTC charged:

- Aerowax, a polishing wax that dries clear, was deceptively compared with a leading cleaning wax that dries cloudy.
- Easy-Off Window cleaner was unfairly compared with a leading brand shown to leave spots on a window because the other brand was not wiped off as directed.
- Two sets of cockroaches — one treated with Black Flag and one with a leading brand insecticide — showed only those treated with Black Flag died because the other roaches were of a type known to have developed resistance to the active ingredient in the leading brand.
- One side of a shirt sprayed with Easy-On starch did not scorch under a hot iron while the other sprayed with a competing starch did. Had the shirts been ironed normally, no scorching would have occurred.

Houston Chronicle
August 9, 1972

The Money Tree

Mass Retailers Are Raking It In

Houston Chronicle
August 19, 1972

BY MILTON MOSKOWITZ

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In 1961, gasoline service stations sold 70 percent of the motor oil bought in the country. Their share today is down to 45 percent.

In 1961, the service stations did 40 percent of battery sales. Their share today is 30 percent.

What's happening? A shift in the traditional channels of distribution.

The so called "mass merchandisers" — discount houses, general merchandise outlets and department stores — have captured 30 percent of the motor oil business. Ten years ago they had 7 percent.

In the auto battery market, these retailers now hold one-third of the business compared to 15 percent in 1961.

There's much confusion as to what constitutes a "mass merchandiser." Excluding food stores, the traditional division of the retail scene went like this:

- Department stores — retailers carrying a general line of apparel, home furnishings and housewares, with no one of the three categories making up as much as 80 percent of total sales.
- General merchandise stores — retailers such as Sears, Roebuck and J. C. Penney. Sears was traditionally strong in hard goods, Penney in soft goods.
- Variety stores — retailers such as Woolworth, Kresge and W. T. Grant.

Post-World War II trends blurred these distinctions. Two trends in particular were crucial: The rise of the discount house and the flight to the suburbs.

The growth of suburbia meant that department store operators had to expand from their downtown anchor positions to survive.

In the shakedown that followed, everyone invaded everyone else's territory. Sears, Roebuck looks more and more like a department store. The biggest discount operation in the country is the K-Mart chain developed by Kresge. And many department stores now have their own discount units.

There's no argument as to leadership. With annual sales of $10 billion, Sears has lapped the field — even if you don't count the $2 billion it does through its mail order catalog.

Second place belongs to Penneys, at the $4.8 billion sales mark.

Kresge has moved from way back in the field to nail down third place with an annual volume of $3.1 billion.

Next come two slumping retailers — Woolworth at $2.8 billion and Montgomery Ward at $2.4 billion. Woolworth has a discount chain called Woolco but it's earning less money today than it did in 1965. Ward is now trying to rally under the aegis of Marcor, a corporation resulting from its 1968 merger with Container Corp. of America.

Sixth position in the retail parade is occupied by the nation's largest department store operator, Federated Department Stores. From its home base in Cincinnati, Federated runs a chain that includes Abraham & Straus and Bloomingdale's in New York, Bullock's in Los Angeles, I. Magnin in San Francisco, Foley's in Houston, Burdine's in Miami, Filene's in Boston and Lazarus in Columbus, O.

With sales of $2.3 billion, triple the volume it did 10 years ago, Federated has withstood the discount challenge by doing its own thing well and following the customers. I. Magnin, for example, now has 22 stores in the Far West and is invading the Chicago market. The Federated department stores are deriving 60 percent of their sales from branch units. It's the units. It's the tail wagging the dog.

FRANCHISE—A MARKETING TECHNIQUE

A *franchise* is a special privilege granted to an individual or a group who want the right to exercise powers of a corporation. A *corporation* is a group of merchants or traders who are legally united to set up certain rights and duties. The corporation is an answer to those who are looking for tax breaks, bulk prices on goods, and reduced prices on advertising, insuring, and other services. Legal short cuts to profits are reasons for setting up corporations and franchises.

Recently a franchise convention in Houston displayed many types of business opportunities for people who can make small investments. An *investment* is the act of laying out money for the sake of profit. Free franchise magazines are sent regularly to all who request them. These magazines list opportunities for ownership without much capital. *Capital* is another word for total amount of money or property.

Many quick food stores are example of franchises. The convenience stores, such as 7—Eleven, are also examples.

MARKETING AND DISTRIBUTION WITH 7-ELEVEN STORES

The Model-T buyers of the 1920's began changing many ways of life; so marketing procedures answered to the public's new demands. The city stores began stocking and selling bread, milk, eggs, and ice. Throughout the depression days of the 1930's and World War II, ice continued to be needed in great quantities. Milk and other dairy products also grew more popular at retail stores; so Southland Ice Company expanded by buying a milk process plant -Oak Farms Dairies-in Dallas. That was in 1936. Now there are ten Oak Farms Dairies. The retail stores specializing in milk and ice were called "Tot'em Stores." They, too, grew, and in 1964 the stores expanded again and became 7-Eleven. This new chain included convenience stores in California. Along with the expansion came Mr. Palmer Waslien, a strong vice president of the new company.

He emphasized the need for setting up franchises. He developed a successful family franchise system around one goal-profit. He believes a man and his wife make a great team when they invest in their own business. The stores' profits in the last eight years have proved that he was right. A life style of family team work is developed in this franchise marketing procedure.

One of the first things 7-Eleven impresses upon a prospective franchisee and his family is that their new store in not a "get rich quick" gold mine, but that profits in the grocery business result from a delicate balance of sales, costs, and expenses. To help its franchisees strike this delicate balance and maintain it, the company provides close and continuous assistance in marketing and merchandising.

Critics of the 7-Eleven franchising program are quick to point out that the company takes unfair advantage of its franchisees by charging them 55 percent of their gross income to operate under the 7-Eleven name. When he starts up, the franchisee puts up an investment for inventory, and initial cash register fund, initial licenses and fees, and a security deposit, all of which 7-Eleven will finance at the legal rate of interest in the state in which the franchisee operates, if he desires the financing. The loan is secured by the inventory in the store and can be repaid by leaving a portion of the profits in the business.

The franchisee also pays a training and service fee, which includes the cost of the training school and follow-up training. The franchisee, however, is reimbursed for his travel (up to $300), meals, and lodging while attending school.

For its 55 percent charge, 7-Eleven provides a complete bookkeeping service for its franchisees. It pays all approved bills, prepares payroll checks and maintains payroll records, inventories the store and audits its money, issues periodic financial statements and business tax reports and returns, provides merchandise movement information and any additional reports on the status of the store.

The 7-Eleven assured franchisee gross income program is not based upon a gamble, but upon thorough planning before a new owner puts the key in his door. Franchisee selection and training are, of course, important to the success of a 7-Eleven store. Equally important, however, is where the company builds that store.

With several new franchised and company-owned 7-Elevens opening weekly throughout the nation, the company keeps 47 site selection men combing the countryside for new locations. When a potential site is found and is available, the field men evaluate it according to specific criteria, such as traffic flow, population density, land costs and other factors. This data is sent to Dallas where a computer analyzes the criteria against the performance of presently operating 7-Eleven and prints out a go or no-go decision.

With all deference to modern technology, however, the success of the 7-Eleven franchise system is due in large part to a well-known but often neglected human factor: communication. One of the most common problems in all franchise systems is that as the parent company grows and often diversifies, it loses contact with its franchisees. This rupture results in alienation and discontent and, in some cases, has led to lengthy and debilitating litigation.

It was noted at the outset that Southland is a diversified international giant, yet this giant maintains daily face-to-face contact with every one of its franchisees.

**Franchise Journal*-August, 1972.

Salesmanship—Points to Ponder*

All of us are eager to do an excellent job of selling. We are all professionals who have proven our ability many times. Even you newer men with little Amchem experience have passed a rigid system of screening and selections developed by your company. You have proven that you, too, have the necessary ability and enthusiasm to become top salesmen. Amchem knows you can succeed; they want you to succeed, and they will *help* you in every possible way because they only succeed when you do!

The following are a few ideas about selling in general, and specifically about our particular type of selling that has been gathered along the way. It is very doubtful that any of these ideas will be new to you. These concepts of selling are like the rules of safety. We all know them, but it is good to be constantly reminded of them. Hence the title *Points of Ponder*.

Our type of sale is seldom, if ever, made on the first call. The average new account is "sold" after the fifth to tenth call. So, don't let "turn down's" discourage you. There is no possible way to sell everyone you call on. The most successful salesmen will tell you that they probably sell less than 10 percent of the prospects they see. Remember, a refusal to buy is not a personal rejection. True, many sales are made and accounts held because of strong personal friendships that have been built up through the years and, in time, every successful salesman accumulates a number of such accounts. As the older men will testify, this takes time; however, we can all start toward this goal regardless of how much experience or time on the job we have. One of the best ways to do this is to accept every turn down as courteously and pleasantly as you would accept a sale. Of course, no one expects you to be happy about a turn down, but a warm friendly exit will make that door much easier to open next time. Customers and prospects expect you to be dissappointed over the loss of a sale, but never show anger over such a loss. Remember, every customer or prospect has the right to buy or not to buy for almost any reason he may choose. Also, in our type of sales, we are in the prospect's office, on his property, in his business "home," so to speak, where any showing of anger on our part is not only bad business and extremely discourteous, but could justify adverse reactions on his part. A firm but courteous belief in yourself, your company, and your products can bring the best results.

Use your first few calls to size up the prospect. Ask yourself: Can he buy enough to make a worthwhile customer? In order to place much effort on a prospect, his potential purchases of Amchem materials should exceed $5,000 a year. Once you decide a prospect is worth working on, find out as much as possible about his operation. Don't be afraid to ask questions about his process, about the amount of his production and the chemicals he buys. Learn as much as you can about any competing products he is using.

Keep calling and keep asking for the order. Don't become discouraged; a *good* salesman probably sells about 10 percent of the prospects he calls upon. I remember an excellent prospect I used to call on every time I went past his office, which was about once a month. For a couple of years, I seemed to make absolutely no progress. One day I drove past his place and said to myself, "I'll pass him up since I've never had a bit of luck with him anyway." Then I thought, "What the heck, I'm here and it will only take a few minutes to stop and see him. After all, I can't possibly make things any worse today since he has never bought from me." I nearly fell over when I was greeted with, "I've been looking for you. I just phoned in an order for ten drums of Rodine 203." This prospect became an $80,000 per year account for a number of years.

Don't try to "Know it all." If a customer or prospect asks a question you can't answer, tell him you don't know but will find out. If it is an urgent question, make a phone call; otherwise have a letter written to him. Remember, an educated man doesn't have everything memorized, but he does know where and how to find the answers.

When calling on a customer or prospect that you have called on a number of times, prepare yourself by studying your last few sales reports on him. Take into account any unanswered questions he may have asked or any problems he may have mentioned. See if we can solve these problems with a new Amchem product or service or by better use of a product you are now selling him.

Be sure that all your commitments on previous visits have been fulfilled. If not, do them or arrange to have them done or prepare a reasonable progress report that will convince the prospect that you are earnestly working to help him. He knows you want to make a sale, and if you can convince him that you will give him full value, service, and consideration in exchange for his business, he will respect your desire to sell to him. The best time to make these preparations is while making out your weekly schedule. "PLAN YOUR WORK AND WORK YOUR PLAN!" This may take quite a few hours per week, but it is time well spent that will often make the difference between success and failure.

Get to know and *like* your customers and prospects. If you don't like them, it will show. In addition to knowing about his processes, learn a little about him, his hobbies, his interests and his family. Gain his friendship, and you will gain his confidence. Help him get to know you. Perhaps the prime reason very few sales are made on the first call is that people like to feel they know the people they buy from, and they begin to feel that way only after a number of visits. Be a friend! Sell yourself and you can sell *anything!*

Sell in depth. One or two persons in an organization may be the only ones who can give you an order, but there are usually a number of others who can veto one. Examples are engineers, chemists, foremen and even operators on the line. Make friends with *all* levels of corporate structure. Pay especial attention to executives on the "rise." The second or third in command, or a favored employee further down the line, may be the next plant manager or purchasing agent. Don't leave yourself unprotected against organizational changes. Too many salesmen lose out because they have overlooked a subordinate that has taken over.

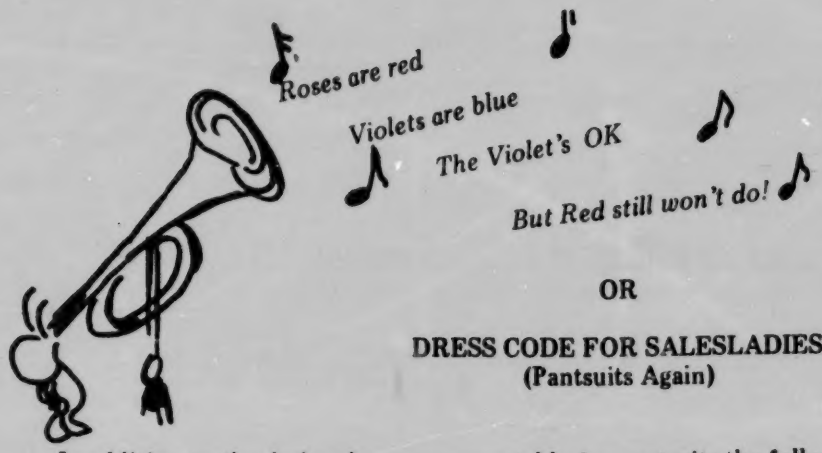
Learn all you can about our products. We have a lot of them, but they fall into a few general categories. There are always plenty of people who will be glad to help us. Don't hesitate to ask questions. As we learn more about our products, our self-confidence grows. Confidence is contagious! When we show self-confidence, our prospects will have confidence in us.

Keep in mind the following ten precepts of good selling:

1. Make lots of calls.
2. Keep calling.
3. Be helpful and friendly.
4. Plan your work!
5. Work your plan!
6. Sell in depth.
7. Know your products.
8. Ask for the order!
9. Ask for the order!
10. ASK FOR THE ORDER!

---

*Southern Region Sales Meeting, June 8 and 9, 1972, Jim Schell.



OR

DRESS CODE FOR SALESLADIES
(Pantsuits Again)

In addition to the dark colors now acceptable for pantsuits the following will also be allowed:

Pastel shades
Neutral light shades, such as camel and eggshell
Garments with tailored saddle stitching

The other standards remain the same and are repeated to fill in some lapses of memory:

Jacket or top *must be tunic length and must cover the derriere.*
Fabric must be structured—wool, double knit, gabardine (no clingy or sweater-like fabrics)
Sleeves must be tailored—no vests, bare arms, frills or ruffles.
Closed heel and toe shoes must be worn—no sandals (OK for Summer), slingbacks, scuffs.
Color must be monotone—no contrasting trim, bright colors, or pure white.

Professional, businesslike wearing apparel reflects a professional attitude towards a job. The cooperation of Associates in maintaining the dress standards for _____ is appreciated.....

..... and expected.

NOTE: Psychological studies show that a color of clothes decreases sales. What color is it? Read the song at the top.

Sales Occupations

An excerpt from the 1972-73 Occupational Outlook Handbook

Saleswork offers career opportunities for young people who have not completed high school, as well as for those who have a college degree; for men and women who like to travel and those who do not; and for people who want salaried employment, as well as those who aspire to run their own businesses.

Workers in this occupational group may sell for manufacturers, insurance companies, and other producers of goods and services; for wholesalers who stock large quantities of goods so that smaller lots may be purchased and resold by retail stores; and for drugstores, dress shops, and other retailers who deal directly with the public.

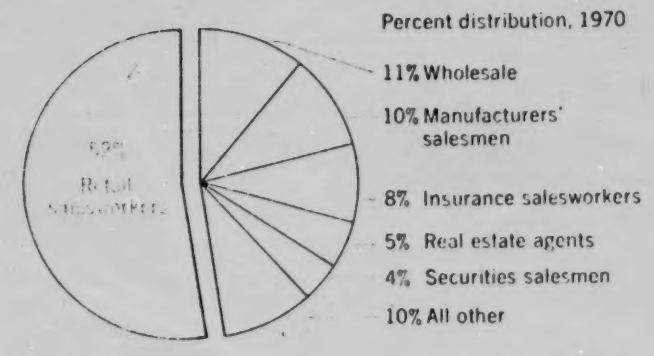
About 4.9 million workers were employed in sales occupations in 1970. Approximately one-fourth were part-time employees who usually worked fewer than 35 hours a week. Two out of five were women, employed mainly in retail stores. In insurance, real estate, and other saleswork outside retail stores, the great majority of employees were men. Chart 20 shows employment in the major sales occupations discussed in this chapter. This chapter also includes individual statements for automotive salesworkers.

Training, Other Qualifications, and Advancement

Training requirements for different kinds of saleswork are as varied as the work itself. Thousands of salespersons have routine jobs selling standardized merchandise such as magazines, candy, cigarettes, and cosmetics. In such cases, the salesworker needs to do little more than "wait on" people who already have made their selections from the stock displayed. Employers seldom require salespeople in such jobs to have specialized training. They usually learn their duties on the job as they work with experienced salesclerks; in some large stores, they may attend brief training courses. Even in the most routine kinds of selling, however, a high school diploma is an asset to a beginner seeking a job. High school courses in business subjects, as well as specialized courses in distributive education offered in some school systems, are regarded by most employers as particularly good preparation for saleswork. The Federal Government also sponsors training for some salesworkers under provisions of the Manpower Development and Training Act.

The salesman who sells complex products or services—electronic equipment or liability insurance, for example—has a job which is altogether different from that of most retail salesclerks. Beginners on jobs of this kind sometimes receive training which lasts many months. For some positions, salesmen must be college graduates who have majored in engineering or some other field. Other salesmen dealing in specialized services and products may acquire the necessary technical knowledge through courses offered by universities or manufacturers. Still

(20) **Nearly 4.9 million workers are in sales occupations, about half in retail trade**



SOURCE: BUREAU OF LABOR STATISTICS

U.S. DEPARTMENT OF LABOR, J. D. Hodgson, Secretary
BUREAU OF LABOR STATISTICS, Geoffrey H. Moore, Commissioner
OCCUPATIONAL OUTLOOK SERVICE
Washington, D.C. 20212

others gain knowledge through years of on-the-job experience, often supplemented by home study. Thus, a real estate salesman may qualify better for his job by taking university extension courses; a beauty counselor in a department store may participate in an industry-sponsored training program before beginning her sales duties; or a salesman of fine jewelry may acquire his knowledge of gems during years of observation and study as he works on the job.

Successful salespeople must have the ability to understand the needs and viewpoints of their customers, and a readiness to be of assistance to them. Saleswork also requires people with poise who are at ease in dealing with strangers. Other important attributes in many types of selling are energy, self-confidence, imagination, the ability to communicate, and self-discipline. Because salesworkers frequently are required to make price computations or give customers change, arithmetic skills are an asset. In almost all saleswork, except retail stores, the salesman must have the initiative to locate his own prospective customers and plan his own work schedule.

Employment Outlook

During the 1970's, employment in sales occupations is expected to rise slowly. Openings created by employment growth as well as vacancies that arise as salesworkers retire, or stop working for other reasons, are expected to result in a need for a few hundred thousand workers each year. Additional workers will be needed to replace people now employed in saleswork who transfer to other types of employment.

As employment rises, the proportion of part-time workers—already higher than in most occupational groups—also is likely to increase. In the growing number of suburban shopping centers, where many retail stores remain open several nights a week, a larger-than-average proportion of the sales force is likely to be made up of part-time workers.

The main reason for the anticipated rise in employment is the prospect of increased sales resulting from population growth, business expansion and rising income levels. Within retail stores, however, special circumstances which have restricted employment growth in the recent past probably will continue to do so. Information about these special circumstances and the em-

Houston Chronicle November 5, 1972

SALESMEN

Electric or Electronic Supply Background

ALSO

Vibration, Shock & Noise Control Background

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1616 McGOWEN

EXECUTIVE SALESMAN

Unexcelled Sales Position
Pre-set Appts. made by your own personal secretary every day.

Our average salesman earns in excess of

$500 PER WEEK

Our top salesmen earn in excess of

$1,000 PER WEEK

ONE CALL CLOSE
NO CALL BACKS

IF YOU POSSESS EMPATHY CALL
MR. DANIEL
526-4984

LEADS FURNISHED BY BILLION $ CO.

1. Provides openings for licensed Life and A&H agents.
3. $150 weekly guarantee.
2. Captive mortgage insurance leads
4. 20 to 30-hour work Week.
5. No money required with sale.
6. Premiums added to monthly mortgage payments.
7. Policies mailed by company
9. Advancements for highly motivated salesmen.
10. Company group benefits.

For Confidential Interview
CALL JACK KATZ
529-3573

SALES CAREER

UNUSUAL opportunity for salesman to represent one of the nation's leading Soft Side Luggage and Accessories mfrs., exclusively in South Texas & Louisiana.

MERCHANDISING or direct selling experience will be helpful. No limit to income opportunity. Salary and/or commission.

PERMANENT position for enthusiastic honest, aggressive man who has a desire to make money. Submit full resume in your reply. All information will be held confidential.

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EMPIRE STATE BLDG. SUITE 1210
NEW YORK, N.Y. 10001

To A Successful Man Who Knows He Can Sell

We offer an unprecedented opportunity for the right man to join a 90 year old national manufacturer/distributor selling maintenance, sanitary products and services, direct to industrial, commercial, institutional and governmental accounts.

Due to expansion of business new territories have been created. We have a need for 4 men.

Liberal guaranteed salary and car allowance to start which becomes draw against commission as you progress.

Pension, retirement program, insurance and stock purchase plan.

Call Mr. Elder
461-5359
For Appointment
Sunday, Monday, or Tuesday
November 5, 6 & 7
8 am. to 9 pm.

WEST

West Chemical Products, Inc.
Houston, Texas

WALDEN NEEDS OFF-SITE SALESMEN

Prestige Lake Conroe Real Estate Development seeks top caliber off-site salesmen. Excellent renumeration, working conditions. Will train. Call Mike Owens, 626-7564, 9 to 5 for appointment.

PROFESSIONALS ONLY

IF you need $100 a day?

IF you're tired of traveling?

IF you're tired of night work?

IF you can work 30 hrs. wk?

CALL MR. COLLINS

686-7500

SALESMAN TAKE FIVE

Take five minutes to get the details by phone on the most profitable sales opportunity available today.

DAYTIME SELLING
CASH PAID ONLY
$450 TO $700 WEEKLY
NO INVESTMENT

JIM FAUGHT
448-4129

SALESMAN Full Time

Uniform company has opening for mature person to sell to U.S. Postal employees in the Houston area. High commission and bonuses. Must have own car. Must not be employed with U.S. Postal Service. For interview, call Mr. McGuire at (713) 747-6700 Monday 1 to 4 pm. Tue. & Wed. 9 to 11 am 1 to 4 pm.

AIR COND.-SIDING

Need experienced siding & air conditioning closer and canvasser. 645-4217

WE ARE SEARCHING

THE HOUSTON AREA
FOR A MAN

Frankly it may take months to find him, but we are willing to wait— the opportunity is that important. Here's a quick profile of the person we're seaking: Chances are he thinks young, is imaginative, has a college education or equivalent. In all likelihood, he's now in a junior executive position, well liked, active in business and community affairs, making good progress, but feels trapped by a salary structure which is good but not good enough. If you fit this general description we will be happy to talk to you about this most important opening in our organization. It will require testing and several interviews, but should you turn out to be the man we are seeking we promise it will have been well worth your time and trouble. Send us what you feel is an appropriate resume and we will contact you and arrange an appointment. Chronicle Box 1387.

OUTSIDE SALES

$13,000+ FEE PAID!
Co. car + expenses! Some engineering background!! Pollution Control Products!!

Exclusively Ours!
RENE HOOD PERSONNEL SERVICES
2600 SW Freeway Suite 1015
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Real Estate Sales

Experienced only—
SOBER MINDED—ENERGETIC
3 openings only
1 build on your lot
EXPERIENCED SALES PERSON
ANCHOR REALTY
MR. CALLIHAN 692-6272

HOSPITAL DISPOSABLES

Mgmt. Oriented? Major territory with this Giant could be your spring board! Degree, married, plus two years tangible sales required. Fee Paid. $13-16K financial package + super fringes. SP Personnel Service, 5333 Westheimer, Suite 1070. 626-4740.

Pharmaceutical Sales

Looking for stable growth! Major house seeks recent grad with sales experience. Cham.-Bio. Science a real plus. Try it - you'll like it! Fee Paid. $12K package. SP Personnel Service, 5333 Westheimer, Suite 1070. 626-4740.

SALESMEN WANTED

$200 weekly & up. Must have sales exp. neat & a self motivator. For interview call Mr. Horn from 9-2 889-7170.

October 15, 1972
Houston Post and Houston Chronicle

A Subsidiary of Houston
Coca-Cola Bottling Co.

Snappy Snack
VENDING CO.

NEEDS
VENDING ROUTE SALESMEN

Immediate Route Openings After Short Training Period. Salary plus commission. Regular hours. Monday through Friday. Companypaid retirement andinsurance, vacations and holidays. No experience necessary. Requires regular operators driver's license.

APPLY IN PERSON

2701 CAPITOL

PARTTIME
Two responsible men with excellent jobs and character references to check and load merchandise 5 nights (Sunday - Thursday or Monday - Friday). 6-10 p.m. Must pass physical and reference check. Call 869-4911 between 9 a.m. 11 a.m. only.

AMBITIOUS INDIVIDUAL wanted for **WAREHOUSING. MUST** be willing to work. Group hospitalization, paid vacation, etc. Apply in person, 9714 Old Katy Rd.

COMMERCIAL ARTIST
needed immediately. Must be experienced in production & layout. Apply in person. 9714 Old Katy Rd. See Mr. Colbert.

•MARKETING MGR. Prefer B.S. Eng. + MBA Mgr. expr. prefer oil tool bkgrd. planning market studies. SALARY: to $30,000 + 35% incentive + Stock Option.

SALES OPPORTUNITY

Selling Data Processing Services

We are specialist in computerized accounting, payroll, accounts receivable, financial reporting, management information systems, inventory controls. If you have a good knowledge of accounting and you like the challenge of selling that all levels of management, let's talk. We offer excellent benefits, wages, commissions, bonuses, and opportunity for advancement.
For an appointment and more information, phone Mr. Gordon Haggott, 771 3547, or write to

THE REYNOLDS AND REYNOLDS CO.
4401 Hillcroft #123
Houston, Texas 77036
An Equal Opportunity Employer

CONTINUOUS ENVELOPES
$12-$15,000

Major local manufacturer of continuous envelopes has created a new position to assist in the marketing of a new product. Responsibilities will include develop the market area, long technical knowledge to present sales staff and move into the Product Manager position with 1-2 years, knowledge of the data processing field will be a prerequisite. Prior contracts should be to OEM, industrial and list requests. Starting salary of $11,000 plus an additional 2-1000 in commissions, make above figure realistic. Two year should exceed 20,000. Co. provides car, expenses, full range of benefits and our fee. J.O. 5 33 Contact Charles Gordon 681 3485

SALESworld, INC.
9800 NW Freeway, Suite 511
Brookhollow 2 at Kirby Lane
Personnel Consultants

FULL TIME REAL ESTATE TRAINEE No experience necessary for commercial & residential. Drive Monday. 7235 Bissonnet.
Texas Realty 772-6161

WAREHOUSEMAN
Large manufacturing firm is in need of men for general warehouse work. Opportunity for advancement unlimited, vacation, profit sharing & hospitalization. Apply in person Globemaster, Inc 9714 Old Katy Rd.

WE NEED 5 MEN
IN OUR DISPLAY DEPARTMENT
Part time $120 wk.
Full Time $210 wk.
Apply 6200 Richmond Ave.
Suite 119 Mr. Holland

LOCAL PREDICTIONS IN ADVERTISING

(Notes taken when interviewing Mrs. Rose Randolph, assistant bookkeeper of Cummings Advertising Agency, Houston, Tex.)

Mrs. Rose predicts that anyone who is well qualified and sincerely interested in an advertising career will have many opportunities in Houston. This means the applicant has taken many courses in English, is interested in people, is open to new ideas, and has creative talent. It also means that the applicant has probably worked on most of his school's publications while in high school and college. After receiving a college degree, he has realized that he would start at the bottom and work his way up to better jobs by his demonstration of good attitude and ability.

He probably would start in layout and work his way up from $500 a month to an excellent salary as an account representative. This means his beginning job would be laying out the stories and pictures for an ad. As he advances through multi-media, he would have training in television, radio, magazine, newspaper, and billboard advertising.

Finally as an account representative, he would be an executive officer who brings together excellent ads for all media. The account representative would make his plans follow through on suggestions set up by his client (customer).

More and more advertising agencies are moving their headquarters to Houston. The enthusiasm and competition known so well in New York City are becoming a part of the advertising personality in Houston. This means future employees will need a sound background and a willingness to work hard, but high salaries and a variety of activities will make the work worth all the effort.

MARKETING AND DISTRIBUTION PREDICTIONS

Wholesale and Retail Trade*

Total employment in Wholesale and Retail Trade averaged 816,200 in 1960. By 1968, the annual average had risen by about 23 percent—to 1,002,900. In 1975, with anticipated employment in Trade near the 1,150,000 mark, almost one out of every four job-holders in Texas will be working in some facet of Trade activity. Even so, the growth-rate between 1968 and 1975 will be only approximately three-fourths of that experienced during the 1960-1968 period.

Wholesale Trade employment accounted for 24 percent of the group total in 1960. By 1975, this Wholesale segment will increase to 27 percent, as rising population and income continue. More efficient warehousing operations and packaging methods, as well as computerized inventory control and billing operations, will have some limiting effect on employment. The segment showing the largest numerical gain will be the suppliers of electrical goods and plumbing and heating materials. The increase will be spurred on by the addition of new households and an expected high volume of residential construction. Expanding national and world-wide markets for Texas-built machinery of all kinds will have a favorable effect on employment in Machinery Wholesaling.

Retail Trade establishments employed some 622,500 workers in 1960. By 1968, the industry had expanded by 20 percent—to 746,200. This gain in employment resulted from the state's growing population and rising percapita income. However, the emergence of self-service merchandising and other labor-saving innovations limited employment growth to some extent. During the first half of the 1970's, employment will continue to expand—but more slowly than from 1960 to 1968. The continuing movement of the population from rural to urban areas and from cities to suburbs, and the trend toward longer store hours, will tend to increase manpower requirements in Retail Trade.

**Texas Employment Outlook to 1975*—Texas Employment Commission, July, 1971.

MARKETING AND DISTRIBUTION

Study Tours

HOUSTON POPCORN & SUPPLY COMPANY
Mrs. Karleen Schmitt
4321 Old Spanish Trail
Houston, Texas 77021
747-7757

Description: Wholesale concession supplies and equipment. Peanut roasting.
Specifications: Welcome tourist and students, U. S. and foreign groups; Minimum 6; Maximum 20, need 7 days advance notice; tours narrated; special discussions available on request; prefer touring 2-3 p.m.
Tour Classification: By arrangement only.

Restaurant Equipment

CHAMPION RESTAURANT EQUIPMENT COMPANY
Mrs. Karleen Schmitt
4321 Old Spanish Trail
Houston, Texas 77021
747-4423

Description: Restaurant equipment distributors.
Specifications: Welcome tourists, students, U. S. and foreign groups; Minimum 6, Maximum 20; need 7 days advance notice; tours narrated; special discussions available; prefer touring 2-3 p.m.
Tour classification: By arrangement only.

Insurance

PRUDENTIAL INSURANCE COMPANY OF AMERICA
Southwestern Home Office
A. C. Espenship
Personnel Director
1100 East Holcombe Blvd.
Houston, Texas 77027
748-1400, ext. 204

Description: Sale of life and health insurance and real estate investments.
Specifications: Welcome tourists, students, U. S. and foreign groups; Minimum 8, Maximum 30; need 7 days advance notice; no hippie attire or bare feet; some areas restricted to all visitors; tours narrated; special discussions available on request; only one tour may be arranged per day— 2 p.m. Mon.-Fri.
Tour classification: By arrangement only.

MARKETING AND DISTRIBUTION MEDIA

TITLE OF FILMS	NUMBER	TIME
Floating Market of Bangkok ACI Films-Southwest Media	5191	11 min.
Mexican Market ACI Films	5196	10 min.
Dealing with Objections The Customer and You	L-4939	
The Northeast Port of New York Describes dependency of the nation upon the exchange of goods which enter and leave from this world trade center	M-4471	17 min.
People Sell People: *Nothing But Lookers*	4580	8 min.
People Sell People *The Sales Building Role*	4581	8 min.
People Sell People: *Good will Ambassadors* Salespeople enhance store's reputation	4582	7 min.
People Sell People: *You've Sold Me, Mrs. Malone*	4579	9 min.
Professional Selling Practices *Test Your Suggestibility*	4589	9 min.
Professional Selling Practices. *Know Your Facts*	4584	9 min.
Professional Selling Practices: *Personalize Your Presence*	4585	9 min.
Professional Selling Practices: *Moment of Decision*	4586	9 min.
Professional Selling Practices: *Think Tall. Sell Up the Quality*	4590	9 min.

Professional Selling Practices They Know What They Want. Demonstrates good and bad techniques	4587	9 min.
The Story of the Wholesale Market A typical day in the operation of a wholesale produce market	M-4610	11 min.
Controlling the Interview Role of the salesman	L-4940	27 min.
Economics: Risk and Resources Traces a tomato from field to pizza	M-4902	18 min.
Two-Way Communication Ways to communicate with a prospective customer	L-4932	25 min.
Selling Benefits Examines what people buy and effects of salesmen	M-4936	21 min.

Free on loan, 16 mm movie "Jacksons' Free Boy Makes Decision to go into Grocery Business as a Career order from:
General Mills Inc.
9200 Film Center
9200 Wayzaton Blvd.
Minneapolis, Minn. 55440

Transparencies (in O.O. office)

Made from master copies loaned by 3M Visual Products Dealer. 3M offices are located in all major cities. Check the phone book.

"Cartoons on Salesmanship"—23 Tr.
"Fundamentals of Selling"—18 Tr.
"The Marketing Process"—24 Tr.

MARKETING AND DISTRIBUTION RESOURCES

Speakers

Mr. Walter B. Wainwright Jr. 772-1948
Gen. Mgr., Houston Auto Dealers Assn.
6065 Hillcroft, Suite 406
A Speaker—also will arrange a field trip for students and teachers

Mr. Howard S. Whiteway 926-4401
Stainless Steel Distributor—Associated Steel of Houston
(Will speak and arrange tours)

Mr. John K. Dozier 227-7151
Sr. Active Manager—Houston Terminal Warehouse and Cold Storage Co.
(Speaker and tours)

Mr. J. R. Grove 944-3160
Welding Equipment Distributor—IWECO
(Tours, free materials, loan of films and filmstrips)

Mr. Jim McLaurin 224-3629
Pipeline Distributor—Crutcher Resources Corp.
P. O. Box 3227, Houston, Texas 77001

Mr. G. Booth 224-6831
Wholesale Distributor—Graybar Electric Company
1702 Cullen Blvd.
Houston, Texas

Printed Materials

Evaluation	*Pamphlets*	*Source*
G	"Should You Go Into Advertising?"	Career Information Service N. Y. Life Insurance
G	"Should You Go Into Food Retailing?"	Career Information Service N. Y. Life Insurance
E	"Marketing Research Workers"	SRA Occupational Brief No. 210
G	"Careers in Marketing Today"	"The Marketing News Maga." Jan. 1969
G	"Should You Be A Purchasing Agent?"	Career Information Service N. Y. Life Insurance
E	"Purchasing Agent"	TEXAS VIEW - Region XIX Educational Service Center, 6501-C Trowbridge El Paso, Texas 79905
E	"Retail Buyer"	TEXAS VIEW - Region XIX Educational Service Center 6501-C Trowbridge El Paso, Texas 79905
G	"Should You Go Into Retailing?"	Career Information Service N. Y. Life Insurance
E	"The Salesman"	Sales & Marketing Executive Int'l. 630 Third Ave. New York, New York 10017
E	"Marketing"	Oregon Cluster Guides
E	"Jobs in Selling"	SRA Job Family Series Booklet
E	"Career Briefs"	Desk-top Career Kit Largo, Florida

"Should You Be a Salesman"—Robert A. Whitney
New York Life Insurance Company
Career Service Information Service
P. O. Box 51, Madison Square Station
New York, N. Y. 10010

"The Salesman"
Sales and Marketing Executive Int'l.
630 Third Ave.
New York, N. Y. 10017

OTHER OCCUPATIONAL OUTLOOK PUBLICATIONS

The Bureau of Labor Statistics (BLS) publishes various counseling aids and manpower studies which supplement the information contained in the *Occupational Outlook Handbook*

Occupational Handbook Quarterly This periodical, published 4 times during the school year, includes new occupational studies developed between editions of the *Handbook*, summarizes the results of special manpower research and labor force studies conducted by BLS, and presents timely articles on topics such as training opportunities, salary trends, and prospects for change in the world of work Price $3 for a 2-year subscription, $4, foreign

Reprints from the Occupational Outlook Handbook Each job discussed in the *Handbook* is available individually as a reprint Titles of the reprints, with prices, are available from BLS regional offices, listed below

Jobs for the 1970's This 35 mm color slide series contains 40 slides that show in chart form today's occupational composition and the changes ahead in the decade of the 1970's The slides are a useful visual aid for helping young people choose careers and for helping vocational guidance and other manpower specialists keep abreast of manpower trends Price, including accompanying narrative $10 a set (Payment must accompany order Make check payable to Bureau of Labor Statistics)

Occupational Outlook for College Graduates, 1972-73 edition This is a convenient guide to careers in about 100 jobs for which a college education is usually necessary The 250-page book describes the nature of the work, training requirements, earnings, and future employment prospects Occupational outlook statements in this volume are excerpts from the 1972-73 *Occupational Outlook Handbook* The book will be available in mid-1972 For price information, write to any BLS regional office

Occupational Manpower and Training Needs Designed for educators and manpower analysts and planners, this 81-page study shows 1968 employment and projected manpower requirements in 1980 for 232 white-collar, blue-collar, and service jobs Included is a summary of all available statistics on numbers of persons currently completing training in each occupation covered Price 75¢

College Educated Workers, 1968-80 This 25-page study analyzes the factors that will affect the supply and demand for college graduates during the 1970's It also previews the expected manpower situation for 24 occupations requiring college or junior college training and examines the job outlook for women college graduates Price 35¢

Education and Jobs Leaflets These free leaflets list jobs which require specified levels of education Titles are

JOBS FOR WHICH

A High School Education Is Preferred, But Not Essential

A High School Education Is Generally Required

Apprenticeships Are Available

Junior College, Technical Institute, or Other Specialized Training Is Usually Required

A College Education Is Usually Required.

The number of persons employed, qualifications and training requirements and employment opportunities and trends to 1980 are included for each job listed

Motivational Leaflets Designed for distribution by teachers and counselors, these free leaflets list occupations related to academic subject areas and student interests Individual leaflets cover occupations related to biology, science, English, math, the social sciences, the liberal arts, and foreign languages and interests in repair work, outdoor jobs, and office work

Both priced and free publications are available as long as supplies last from any regional office of the Bureau of Labor Statistics Addresses are listed below In all cases except for purchase of the slide series, Jobs for the 1970's, make checks payable to the Superintendent of Documents

1603-A Federal Office Bldg
Boston, Mass 02203

341 Ninth Ave Room 1025
New York, N Y 10001

1317 Filbert St Room 406
Philadelphia, Pa 19107

1371 Peachtree St NE
Atlanta, Ga 30309

300 South Wacker Dr
Chicago, Ill 60606

911 Walnut St
Kansas City, Mo 64106

1100 Commerce St Room 6B7
Dallas, Tex 75202

450 Golden Gate Ave Box 36017
San Francisco, Calif 94102

GPO 932-226

ORDER FORM

Send order to the Superintendent of Documents, Washington, D.C., 20402, or to any of the following regional offices of the Bureau of Labor Statistics, U.S. Department of Labor:

1603 Federal Bldg. Boston, Mass. 02203	1515 Broadway New York, N.Y. 10036	1317 Filbert St. Philadelphia, Pa. 19107	1371 Peachtree St., N.E. Atlanta, Ga. 30309
300 S. Wacker Drive Chicago, Ill. 60606	911 Walnut St. Kansas City, Mo. 64106	1100 Commerce St. Dallas, Tex. 75202	450 Golden Gate Ave., Box 36017 San Francisco, Calif. 94102

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_____	.10	1700–60	Insurance Agents and Brokers
_____	.10	1700–62	Real Estate Salesmen and Brokers
_____	.15	1700–61	Retail Trade Salesworkers, Wholesale Trade Salesworkers, Manufacturers' Salesmen
_____	.10	1700–63	Securities Salesmen
_____	6.25	1700	Occupational Outlook Handbook (1972–73 edition)
_____	.45	--------	Occupational Outlook Quarterly
			Subscriptions to *Quarterly* ($1.50 a year, domestics; $2, foreign)

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

SECTION C

COMMUNICATIONS and MEDIA OCCUPATIONS

SECTION C

CLASS PRESENTATION TO CONCEPTS AND PROCEDURES OF COMMUNICATION AND MEDIA OCCUPATIONS

I. Behavioral Objectives

A. Eighty percent of the students will discuss the effects of communication on their lives.

B. Eighty percent of the students will write on the opportunities afforded those who can communicate effectively.

II. Instructional Procedures

A. Materials on current and predicted opportunities in the communication field will be displayed and made available for reference.

B. Guest speakers and/or study tours will be arranged at least three weeks prior to date that is planned.

C. Requests for audiovisual materials will be made at least two weeks before needed.

D. Transparency films will be made of "Communication — Interdependence — Examples of a Few People and Places," and of "The Wheel — Career Information for Your Fields of Interest."

E. Sufficient copies of "Student Activities for Communication Careers" will be ready for distribution to students.

F. Consideration of each student's interests and abilities will be made before assignments of activities are given.

Student Activities

Each student will complete two or more of the following suggestions:

1. Give a report on requirements for an F.C.C. Novice License. The information can be found in a communication magazine—*QST*, *Radio Amateur Callbooks*, and the like. A list is in the appendix of this unit.

2. Visit a television studio. Note the people and their jobs. Report to the class the duties performed in various jobs.

3. Write a teenage magazine publisher and ask for qualifications and training needed to do a particular job in the field of magazine publications.

4. Go to a radio station. Interview one or more people at work. Be sure to plan and rehearse your questions. Take notes. Rewrite your notes as soon as possible after leaving the radio station.

5. Call the Armed Forces' offices for information on communication training that is available in military service. Take notes to share with the class.

6. Write a script on the importance of communication. Present your script to the class as a program.

7. Plan improvisations that show a person who gets ahead because he can communicate.

8. Write two commercials for radio or television. Present these commercials on a home made microphone.

9. Prepare and teach a lesson with media materials. The choice of subject is in your favorite field. Use slides or films to reinforce the lesson.

10. Collect articles on government restrictions in the communication field and share the information with the class.

11. Make a poster of communication careers.

12. Take notes on the class speaker or study tour.

13. Read about communciations transmitted by satellites or laser rays. Report your findings to the class.

14. Observe the technical equipment used to transfer information quickly in a modern library. Report on your observations.

15. Take part in a speech contest.

16. Call the Toastmasters' Club or like organizations that help people improve their ability to communicate. Ask for information on the job promotions for people who improved their ability to communicate.

17. If you are bilingual, translate a short story to a student who pretends he cannot speak English. If a student really cannot understand English, your translation will be even more effective.

18. Demonstrate a technical procedure in a communication job.

19. Use a teletrainer to demonstrate good communication by telephone. Plan your conversation. Remember your purpose in your presentation.

20. Make a crossword puzzle that includes the names of workers in the communication field. Be neat. Be sure to include your answers on a separate sheet of paper.

21. Write a two page report on "The Pen Is Mightier Than the Sword." Give pertinent examples.

22. Write a two page report on "The Spoken Word Is Mightier Than the Nuclear Bomb." Give evidence of the validity of this cliche.

23. Make a model of a communication device—relay technique, wireless devices, radio, television, satellite, or others.

24. Demonstrate how communication solves a problem. Ask a class member to help you with the skit that points out how a difficulty was corrected by knowing *when* to listen and *how* to reply.

25. Demonstrate how poor communication creates problems in one of the following:

    job situation
    world affairs
    family unity

26. Organize a group to assist you in writing and distributing a newspaper on careers.

27. Clip want ads for jobs in the communication field and mount for display.

28. Make a small switch board to demonstrate the technical work in a communication field.

29. Join an amateur radio club. (Call the Houston Amateur Radio Club at 747-5073 for more information. They will be happy to have you learn code on Friday night at 7011 Lozier.)

III. Performance Skills

A. Writing and reading about communication opportunities and qualifications

B. Building communication models

C. Practicing code

D. Writing and producing programs for radio and television

E. Participating in communication contests

IV. Evaluation

A. Student activity presentations

B. Completion of work as shown on the wheel

C. Classroom responses in oral and written discussions

Flexible Lesson Plan

First Day — Introduction

Audiovisual presentation (See appendix for titles.)

Discussion of current and predicted opportunities as shown in literature available in career corner

Explanation of importance of communication field as the *basis* for many victories and many failures (Stress need of individual as well as group participation in communication. This field is the making of a dollar, of a family, a nation, and a world.)

Showing of transparency on "Communication — Interdependence — Examples of a Few People and Places" (Give each student a copy so that he can list specific address in the "Where" column.)

Distribution of student activities

Discussion and assignments

Second Day — Community Involvement

Guest speaker or study tour

Third Day — Current Happenings and Research

Use newspapers and magazines for clippings of current communication jobs and developments.

Check out library resources on communication.

Prepare and practice Student Activity assignments.

Fourth Day — Student Presentations

Share students' activities which were assigned on the first day.

If time permits, have the students take part in a case study or situation that might occur in a communication career.

APPENDIX

1. Interdependence Chart

2. H.E.W. Chart

3. Stories, Data, Activities*

4. Want Ads

5. Predictions

6. Resources

   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials

7. Summation Wheel

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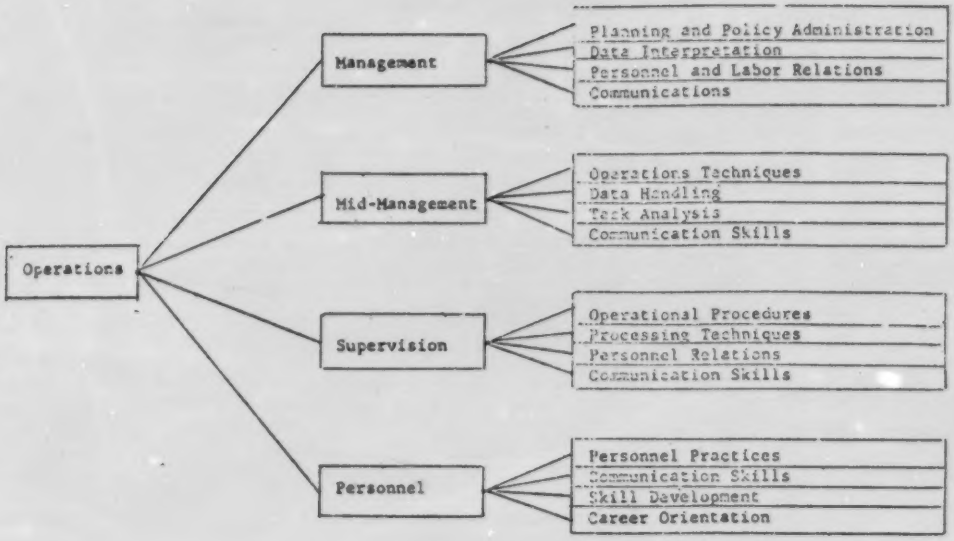
*This may vary with specific subjects in the different careers

Communication – Interdependence – EXAMPLES OF A FEW PEOPLE AND PLACES

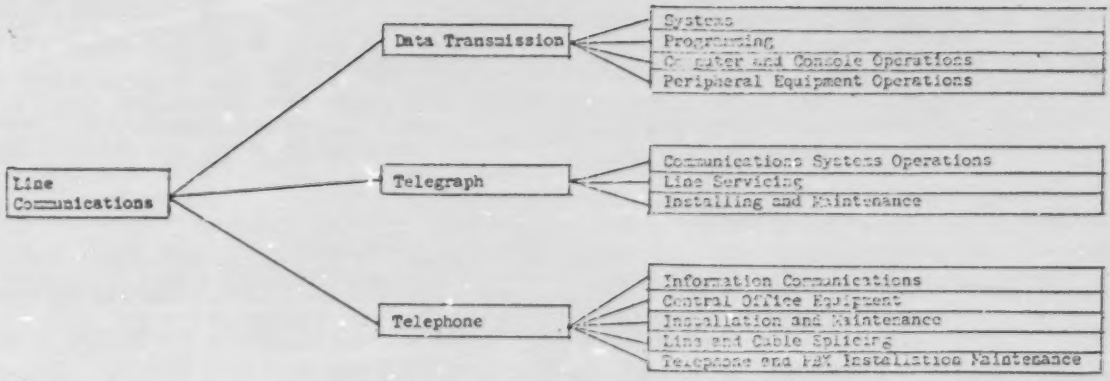
NEEDS	CAREERS		WHERE
Television and Radio – Why? Information and Entertainment	Studio Directors Writers Announcers Station Directors Disc Jockeys Sound Effects Men Artists	Camermen Control Room Technicians Salesman Clerk Musicians News Analyst	Television Studios Radio Stations
Telephones, Telegraphs, Satellites, and Laser Transmission – Why? Instant Relay of Information	Linesmen Switchboard Operator Equipment Inspectors Bilingual Announcers Space Engineers Code Operators	Writing Translators Traffic Managers Telephone Engineers Telegraph Engineers	Telephone Companies Telegraph Companies Government Research Laboratories
Communication Skills – Why? Understanding Individuals	Teachers Public Relation Directors Diplomats	Psychologists Writers Human (Relations Co-ordinators)	Schools Government Agencies Organizations for Self Improvement Speech Clubs
Newspapers and Magazines – Why? Printed information and Relaxation	Local Reporters Foreign Correspondents Rewrite Men Proof Readers Editorial Writers Photographers Clerks Printers	Editors Librarians Advertising Salesmen Circulation Director Distribution Dispatchers	Newspaper Companies Magazine Publishers
Government Agencies – Why? Regulations	License Administrators Hearing Examiners Clerks Commissioners	Information Officers Monitor Engineers Safety	Federal Communications Commission Public Utility Commission
Media Materials – Why? Effective Teaching	Studio Directors Writers Artists Camermen Technicians Purchasing Agents	Salesmen Audiomen Librarians Editors Script Readers Photographers	Schools Media Production Studios Business and Industrial Organizations

CLUSTER FOR COMMUNICATION AND MEDIA

Operations



Line Communications



NEED OF COMMUNICATIONS

From a Workshop Speech
- - -Mary Elizabeth Schell

"To be or not to be able to communicate" is no longer a question. Television, the stock market, United Nations — these instant oral communications are a matter of record which cannot be hidden from the television camera and the sound waves. The "have's" and the have not's" are no longer isolated. Thus, a new life style has resulted from reactions to instant communication.

The cliche "the pen is mightier than the sword" can now be brought up to date with "the spoken word is more powerful than the nuclear bomb." With this realization, our schools cannot stress communication too much.

What is communication? A suitable definition might be a relationship between people. Its goal is to bring about understanding and cooperation. That seems simple. Then, why the big fuss? The problem with many of us is that we are subject-matter oriented. We do not show evidence of seeing the whole person with whom we are communicating. In other words, we do not see ourselves as we affect others with our choice of timing and ideas. Much of what we say cannot be heard because actions contradict our words.

The breakdown of communication comes in four areas:

I. *Empathy* — placing oneself in someone else's place. If we do not have the ability to see the world as the other person sees it, communication slows down. Instant communication has forced us to try to understand the other person, but we have much to learn. Often dialogue dissolves into a monologue. Problems can be avoided if we can be like the Indian who said, "I will never criticize a man until I have walked a mile in his mocassins."

   A. *Identification* — Who am I? The answer is a result of experiences from different cultural and economic backgrounds. In order to identify, we must listen carefully to try to find common experiences. *To understand* means to relate by careful listening and identifying.

   In testing the State Legislators' ability to listen and identify, Tom Moore of Waco introduced the following resolution:

   "Albert De Salvo is officially recognized by the state of Massachusetts for his noted activities and unconventional techniques involving population control and applied psychology. This gentleman's dedication and devotion to his work have enabled the weak and lonely throughout the nation to achieve and maintain a new degree of concern for their future." The House readily agreed and passed the resolution. Of course, Moore did not mention that De Salvo is the self-proclaimed Boston strangler who had killed thirteen women. Each session congratulatory resolutions pass the House with the barest explanation. Rep. Moore withdrew the resolution so that it would not go on record. When asked why he had called for a vote, he pointed to two words at the bottom of the resolution — April Fool.

   B. *Understanding* the stimulus of one's action is another factor in empathy. To do this we must be concerned with problems of others. Dr. Proscott, a professor of psychology from Houston Baptist College, told us about the time and money involved in trying to make management and labor realize that each person is a human being who wants the same respect that everyone else wants. The ultimate goal in industry is the completion of products, and each person has to be part of the team in spite of individual differences.

No one solution is right for everyone. Communication behavior patterns result from listening, from identifying, including, and accepting. On the other hand, communication that rejects, withholds, ignores, and withdraws creates a distance or negative response.

C. Communications show *status actions* operating from a position of superiority. The toddler says, "Is he bigger than me, Mommy, or littler than me?" The need for this feeling of "I am bigger than . . ." is a dominant trait in individuals of all age groups.

D. Communications show the *judging actions.* Those who can show non-judgment of actions help people feel less inhibited and better able to express their real feelings and thoughts.

II. We move through empathy to a *direction of interest.* Our family backgrounds, our heritage, our life styles are different, so our communications reflect these differences of multiethnic backgrounds. Each of us must continuously search for family structures so that communication will not drift too far from the values and structures set up by those with whom we communicate.

A. The direction of interest shifts into information passing. Here the choice of material and the relevancy of the subject are important. Two major barriers exist in information passing. One barrier is the information drop off and the other is the information reshaping. Idioms, new application of old words, new experiences all of these bring new interpretations that are sometimes humorous and sometimes tragic. The mind usually changes ideas into pictures that are based on previous experiences.

B. Feedback techniques give us a check system whereby participants can learn from one another. They get the communication transaction as a result of information and experiences which were fed into the human personality. *Feedback* is a term from computer technology, but it is far more complicated in the human's message than the one from controlled machines.

C. Information feedback is a method which reduces dropoff and reshaping of information. It is merely a repetition of words for the sake of emphasis. It is easy to answer the *who, what, where,* but *why* takes more time and effort in communicating.

D. Behavior feedback enters into our answers when we communicate in response to the *why* questions.

A sincere attempt to answer brings positive communication. If the question is ignored or criticized, negative responses will follow. Surface communication may continue, but beneath it the restless disturbance is still brewing and growing.

Summation

The four barriers to communication can be eliminated or reduced if we can relate with *empathy.* This can be done by choosing our words and actions to help people accept themselves and others.

If we can find a degree of praise, the coldness of the negative attitude will lessen.

We can improve communications *by avoiding behavior patterns.* The non-judging, compassionate behavior opens lines of communication.

Finding interest bridges the gaps in communication. If we can help each person feel pride in something about himself, he will stand a little taller and so will we.

Understanding *information* will bridge the barriers as we send and receive a flow of words. Often brilliant people who understand facts have not been able to express themselves clearly in oral communication. Sometimes job failures or personal frustrations bring adults to a realization that self-help in oral exercises is needed. Colleges, universities, and private organizations are offering courses and contests to improve oral communication.

An ultimate goal of improving communications is helping each person realize that every human being is blessed with dignity. This can be accomplished through self-discipline and an ability to see and accept whatever talents he can contribute to society.

INSTANT COMMUNICATION IN A REFERENCE LIBRARY

There is a TWX (teletypewriter exchange service) in the Reference Library at Rice University. This machine brings information from other libraries in a very short time. There is even a method of bringing information from overseas to students who need research material which is not available here. These materials accumulate rapidly; so the microfilm is a way of storing volumes of books in a very small space.

A number of libraries have these facilities and others are getting them. This means that communication can be checked quickly to be sure that it is accurate. It also means that more learning can take place more quickly than ever before because new methods and new solutions can be brought together even though people, places, and dates may be far apart.

The great accumulation of learning can bring new jobs for people who keep up with the changing times. Opportunities are available more than ever in new fields if people prepare and participate in the fast moving communication activities.

----Interview with Mrs. Fran Hyman,
Reference Librarian
Rice University

AUTOMATED COMMUNICATIONS FOR THE OFFICE AND FOR THE HOME

NEVER MISS A CALL WITH PHONE-MATE

The automatic telephone answering machine that answers your phone, gives callers a pre-recorded message ... records incoming messages. You can hear who's calling without touching the phone or letting the caller know you're in. Complete with batteries, instruction manual. Works on any phone.

Advertisement

October 15, 1972
Houston Post

NEWSPAPERS

Newspapers are very important for three reasons—news, information, and advertising. The first two reasons make up 30 percent of the paper and the last reason makes up 70 percent of the paper.

When you think through these percentages, you can figure out which group of employees receives the highest pay. You can also understand that profit will determine the salary paid in many other career fields. Recently, a Houston department store tried cancelling all ads in every newspaper for one month. The store was testing to see just how much good the advertisements are doing in sales. The store was eager to go back to full scale advertising at the end of the month because without newspaper ads, sales dropped substantially. This kind of experiment is often carried on in all career fields. People learn the value of a product, a service, or a job by systematic comparisons of cause and effect.

Many employees are needed for a large daily newspaper. People are hired for newspaper jobs if they can convince employers that they have a skill and the ability to fill a need. College degrees are helpful, but to hire or not to hire is never based on only a degree.

Many high school and college students apply for newspaper jobs while they are still in school, working several hours each day after school. This is an excellent way to get experience and on-the-job training. Some of the jobs these students hold are—

Messengers — Their job is to take an ad(copy) from the news plant to the person who has ordered it. Every person who places an ad wants to examine it for accuracy. Advertising is very expensive; a one page black and white ad in a large daily paper costs about $3,000 per day. Color ads are much more expensive. Messengers must have a driver's license, be able to follow directions, and be dependable.

Laborers — Men with strong bodies are needed to lift and move materials twenty-four hours a day. Students can work a night shift and attend classes during the day.

Some of the jobs for full time employees are—

Editorial Department:

Reporters — see and write news
Columnists — inform and give advice
Cartoonists — entertain and educate
Promotors — give publicity and sales
Managers — organize and direct teamwork
Proofreaders — Repeat words and ideas to each other; check for accuracy

Composing Room

Copycutters — cut stories into sections
Typesetters — set lines of type (hot lead)
Proofreaders — check for errors

Printing Department

Printers — follow makeup instructions as to headlines, copy, pictures, and advertising

Circulation

Distributors — plan and carry out newspaper sales for their territory— very good pay

Route boys — deliver papers to customers; collect — minimum age, 12

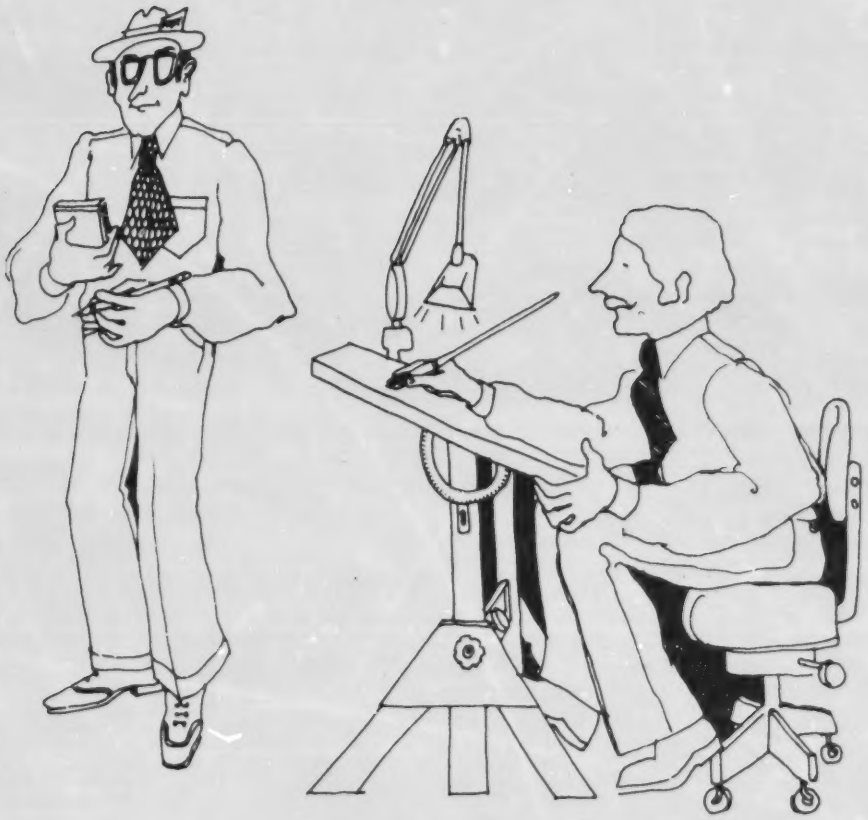
Both union and non-union employees are hired at the large local newspaper plants. The printers are members of a union. Their requirements for training and work are set by the union. Their salaries are also set. Non-union jobs do not have a specified salary. Experience and need are big factors in setting salaries for non-union personnel. When salaries are not set, they are called *negotiable.* This means that the employees and employer exchange ideas of fair pay and compromise on wages.

----Workshop
The Houston Chronicle
Coordinators:
Mr. Bob Hopkins
Dr. Lois Avery

EDITORIAL and
ADVERTISING

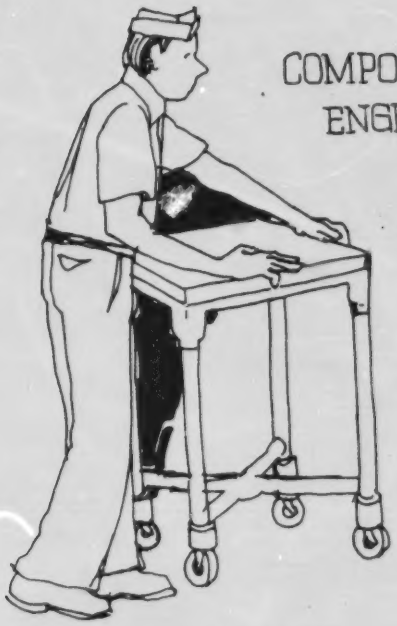
START HERE

HOW A NEWSPAPER IS PRODUCED



1 The editorial department is the starting point of news gathered from a variety of sources, edited and sent to the composing department where it is set in type for printing. Ads from the various advertising departments are also sent to the composing department to be set in type.

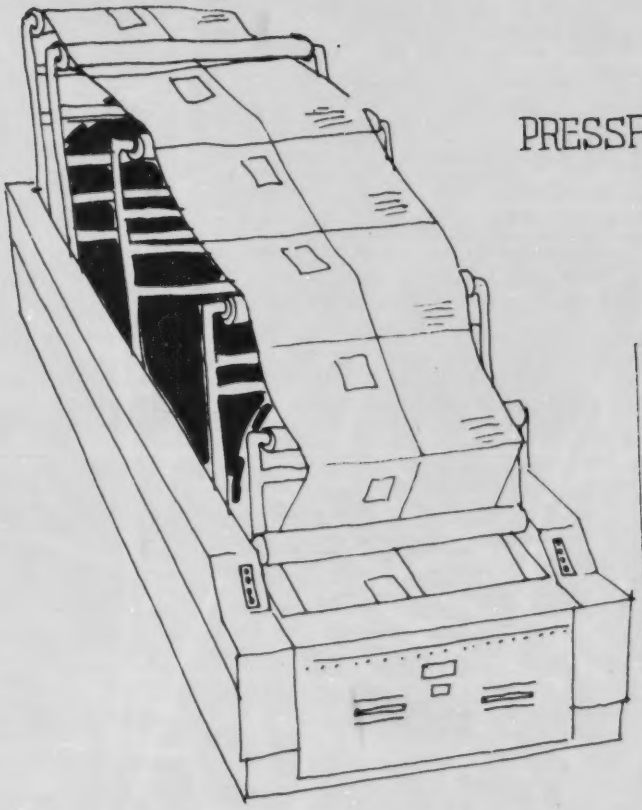
COMPOSING and ENGRAVING



2 While type is being set for news and advertising copy, photos from the two departments are sent to the engraving department where they are reproduced on metal plates. The metal pictures and type are combined and put into page form.

STEREOTYPE

3 In stereotype, a mat is placed over the page form and run through a pressure roller to produce a flexible impression of an entire page. The mat is dried in a semicircle and molten metal is poured on the mat to form a metal plate which prints the page.



PRESSROOM

4 A conveyor chain carries the curved metal printing plate to the pressroom where it is locked on a cylinder in one of the three story presses. As the cylinder rotates, the plate is inked and a continuous roll of paper is fed against it.

MAILROOM

5 The papers travel on a conveyor belt where they are stacked in bundles and tied with wire. Trucks speed the papers to carriers and street vendors.

The Houston Chronicle

THE HOUSTON CHRONICLE

Newspaper in the Classroom

NEWSPAPER TERMS

In common with many businesses, the newspaper business has a language all its own. To anyone unfamiliar with it, some of the words and phrases may seem strange. For a guide to newspaper terminology, refer to the glossary that follows.

agate line A standard of measurement for depth of columns of advertising space. Fourteen agate lines make one column inch, regardless of column width.

ANPA American Newspaper Publisher's Association, a national organization of daily newspaper publishers.

banner A headline for a story of unusual importance, stretching the entire width of the page.

body type Type commonly used for reading matter, usually 9-point or smaller. It is distinguished from display type, which is used for headlines and in advertisements.

boldface type Type that is heavier than the body type with which it is used.

box A ruled enclosure to emphasize an important or unusual item of news.

by-line Name credit for a writer or reporter, usually printed at the beginning of a story.

caps and lower case A typesetting specification for combining upper and lower case letters, usually with the first word of a sentence, or the most important words, capitalized.

chase A metal frame in which type and plates are locked up for printing.

city desk The total area of news gathering and writing responsibility of the city editor; usually confined to the local metropolitan area.

classified advertising Ads of two lines or more, arranged by subject and alphabetically; classified may be used by anyone wishing to buy, sell, trade or rent.

composition The overall operation or product of setting type for printing.

copy Any material (typewritten manuscript, pictures, artwork, etc.) to be used in the production of printing.

crop To trim non-essentials from a photograph in order to dramatize key material, or to change proportions.

cut An engraving, either line or halftone.

cutlines The copy, usually only a few lines, which accompanies a printed news or feature photograph.

dateline A line at the beginning of a printed news story giving the place and date of the story's origin.

double spread or double truck One advertisement occupying two facing pages without a gutter or margin in the center.

dummy A layout; usually in miniature, showing arrangement of copy on a newspaper page.

engraving A term applied to any printing plate produced by an etching or cutting process.

feature A distinctive article, story, or special department in a newspaper or magazine, as distinguished from a news story.

flag The name or logotype of a newspaper printed at the top of the first page.

folio line Line at top of inside newspaper pages giving name of publication, date and page numbers.

font A complete assortment of type of one size and face.

form A page of type and other matter locked into a rectangular iron or aluminum chase. This is the last step before the page is matted and stereotyped.

format The size, shape and style of a page or section.

foundry Type cast in individual characters and set by hand from a job case. Most often used in larger display sizes.

galley proof A proof, usually on sheets about 22 inches long, printed or "pulled" from type as it stands in the galley. Used in checking for errors.

general advertising Advertising placed by a distributor or manufacturer who does not sell direct to the consumer; also called national advertising.

halftone A reproduction of continuous tone artwork, such as a photograph with the image formed by dots of various sizes, comprising a screen. Screens vary from 65 to 85 lines to the inch for newspaper work; from 120 to 150 for magazines.

justify To arrange type so the letters are properly spaced and lines are of equal length. This is done by adding space between letters or words.

layout The drawing or sketch of a proposed newspaper page or advertisement.

lead (pronounced leed) The opening sentence or paragraph of a news story.

letterpress printing Printing from a raised or relief surface, like a rubber stamp. The Chronicle is printed by letterpress.

linage The total amount of space occupied by one advertisement or series of advertisements—computed in agate lines of 14 to a column inch.

Linotron An electronic machine operated by perforated tape which produces photographic type at a rate of up to about 160 lines per minute.

Linotype A keyboard-operated typesetting machine which uses circulating matrices, or mats, and produces each line of type in the form of a solid metal slug. A trade name applied to any linecasting machine.

NEWSPAPER TERMS

logo or logotype A single piece of type or a single plate faced with a company name or trademark. Also called a sig cut.

lower case Small letters of a type font.

makeup The arrangement of lines of type and engravings into pages.

masthead Printed matter in a newspaper or magazine giving such pertinent details as name, ownership, and rates for advertising and subscriptions.

matrix, or mat A mold in which type is cast in Linotype and Ludlow machines. In stereotyping, the paper mold made from a type form.

measure In composition, the width of a type line, usually expressed in picas.

milline (million+line) A unit of space and circulation equivalent to one agate line appearing in one million copies of a publication. A newspaper's milline rate is the cost of such a unit.

national advertising See General Advertising.

newsprint A generic word describing paper used in the publication of newspapers.

overlay In artwork, a transparent or translucent covering over copy where color breaks, instructions or corrections are marked.

page proof Proof of a completely made up page of type.

makeup Preparation of copy for reproduction by putting all elements in the proper position. Also called a mechanical.

photocomposition The setting of type for reproduction by means of characters photographed on film and printed on sensitized paper. Also called cold type.

pica Unit of measurement used principally in measuring lines of type. One pica equals 1/6 of an inch.

point Unit of measurement used for designating type sizes. There are 12 points to a pica; 72 points to an inch.

press A machine which prints, cuts and folds newspapers. Blank newsprint is fed through in continuous sheets or webs, spinning off giant rolls. Pages are printed as sheets contact stereotype plates fastened on cylinders. The press automatically cuts sheets to page size and folds them in correct order.

proof An inked impression of type or engravings, made for checking before actual printing.

reproduction proof In composition, the proof of a type form for photographic reproduction. Also called a repro.

retail advertising Advertising of a firm which sells direct to the consumer through one or more outlets which he owns and controls.

rotogravure Gravure printing by a rotary press. Also a section of a newspaper or magazine printed by rotogravure.

screen In printing, a glass or film with cross-ruled opaque lines or dots, is used to reproduce continuous tone artwork or photographs.

signature The name given to a large printed sheet after it has been folded to the required page size.

slot Inside center chair at the copy desk, where the person in charge of the desk sits.

slug Line of type set on a linecasting machine.

spot news News of immediate and vital interest.

standing Said of type which is being held for further or later use.

stereotype A process for converting a flat newspaper page form into a cylindrical metal plate to fit rotary presses. First a mat or paper mold is made of the locked up type and engravings. This mat is curved, baked and placed in the platecaster which turns out metal casts by forcing molten metal against the mat.

stet Proofreader's mark signifying that copy marked for correction should stand as written or set, and not be corrected.

stripping Arrangement of negatives or positives in their proper position on a flat prior to making printing plates.

style manual A compilation of rules to be followed in editing and preparing copy for publication.

tear sheet A sheet torn from a newspaper or magazine, usually to prove insertion of an advertisement to an advertiser.

T.F. Abbreviation for till forbidden, a term used on an insertion order meaning to run an advertisement on a specified schedule, without change, until a stop order is received.

tint block A solid or screened plate used in printing large areas of color.

turtle A heavy steel table on rollers, on which newspaper pages are assembled in a chase.

typeface The design of a font of type. Typefaces are usually named for men who designed them, e.g. Caslon, Bodoni, Baskerville.

upper case Capital letters of a type font.

web press A high speed press which prints from continuous rolls of paper.

widow In composition, an awkward single word in a line by itself, ending a paragraph. Good typography requires its elimination.

THE HOUSTON CHRONICLE

Newspaper in the Classroom

Proofreaders Marks

Explanation	Mark	Example
Take out character indicated.	ℓ	The prooof.
Left out, insert.	^	Te proof. h
Insert space.	#	Theproof. #
Turn inverted letter.	ᑐ	The pdoof. ᑐ
Broken letter.	X	The proof. X
Push down space.	⊥	The/proof. ⊥
Even space.	eq. #	A good proof. eq #
Close up; no space.	‿	The pro‿of.
Transpose.	tr	A proof good tr
Wrong font.	wf	The proof. wf
Lower case.	lc	The Proof. lc
Capitals.	caps	cap The proof. The proof.
Capitalize.	≡	The proof. ≡ p
Italic	ital	ital The proof. The proof.
Roman	rom	The proof. rom
Bold face.	bf	bf The proof. The proof.
Let it stand.	stet	stet The proof. The proof.
Out, see copy.	out se	He proof. out se
Spell out.	spell out	King Geo spell out
Start paragraph.	¶	read The ¶
No paragraph; run-in.	no ¶	marked. no ¶
Raise.	⊓	Three men. The proof. raise
Lower.	⊔	The proof. lower
Move left.	⊏	The proof. move left
Move right.	⊐	The proof. move right

Explanation	Mark	Example
Align type.	‖	‖ Three men. Two women.
Straighten line.	═	The proof.
Insert period.	⊙	The proof⊙
Insert comma.	,/	The proof,
Insert colon.	:/	The proof:
Insert semicolon.	;/	The proof;
Insert apostrophe.	✓	The boys proof. ✓
Insert quotation marks.	✓✓	Marked it proof ✓✓
Insert hyphen.	=/	A proofmark. =/
Insert exclamation mark.	!	Prove it!
Insert question mark.	?	Is it good?
Query for author.	?	The proof read by ?
Insert brackets.	⊏/⊐	The Jones boy ⊏/⊐
Insert parentheses.	(/)	The proof (/)
Insert 1-em dash.	|⊥|	The proof |⊥|
Insert 2-em dash.	|⊥⊥|	The proof |⊥⊥|
Indent 1 em.	□	The proof. □
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New instruction aids written for NIC in Houston

The *Houston Chronicle* and the University of Houston have embarked upon an innovative approach to the Newspaper in the Classroom program by having education professors in five specialization areas (math, science, language arts, reading, and social studies) write instructional modules incorporating the use of the newspaper in each subject.

An instructional module is a planned series of activities to accomplish specific behavioral objectives.

This Newspaper in the Classroom project is headed by Dr. Loye Hollis, associate dean of the College of Education, Dr. I. B. Miller, associate professor in the College of Education, at the University of Houston, and Dr. Lois Avery, assistant professor of Education at Dominican College.

The five NIC modules will be tested in the University of Houston's undergraduate teacher-education program during the fall semester.

The Houston Chronicle's premise in sponsoring the undergraduate NIC program at the University is that the most efficient NIC program is one that reaches the classroom teacher as he is being taught in the undergraduate teacher-education program.

Papers paid for

Future teachers at the University who are introduced to the value of the NIC program by the Chronicle are also introduced to the fact that teachers and students must pay for the newspapers used in the Chronicle's NIC program. This is based upon the principle that better use will be made of papers that are paid for.

The Chronicle's NIC program includes five basic ingredients. The Chronicle's NIC program provides—at no cost—curriculum aids, the services of educational representatives and consultants, NIC workshops for teachers and administrators, films, filmstrips, and video tapes, and tours of the Chronicle.

The Chronicle gives teachers a kit that includes:

Lesson plans for using the newspaper in the classroom in subjects such as reading, social studies, English, checkwriting and home management, math, and science;

"Historic Front Page Edition," an eight-page edition which contains actual reprints of Chronicle front pages of historical significance;

"Presidential Elections Edition," a newspaper-size edition containing actual reprints of pages published in the Chronicle of election returns from 1904 to the present with a recap of campaign addresses and platforms of presidential contenders and an outline of the electoral vote and popular vote for each election from 1789 to the present;

"History of the Comics," a 16-page full-color edition containing the history of the American comics from 1896 with illustrations of these past and present popular comics;

"How a Newspaper Is Produced," a tabloid-form edition containing a detailed description of the actual production of the Chronicle from writers to newspaper boys. While in stock these aids are available in quantity at no charge for classroom use.

The Chronicle maintains a staff of consultants who make personal visits to schools and assist teachers with classroom programs using the newspaper. The Educational Coordinator at the Chronicle is Robert Hopkins.

The Chronicle also conducts four types of workshops for educators: (1) a three-hour accredited undergraduate program, (2) a three-hour graduate program, (3) monthly workshops, and (4) pre-service and in-service workshops for schools or districts (upon request).

The Chronicle makes available scholarship trips to the three national NIC workshops sponsored by the American Newspaper Publishers Association. The Chronicle usually sponsors two Houston-area teachers and one Houston-area school administrator.

The Chronicle makes available to the schools in the 20 districts in Harris County a monthly film entitled Screen News Digest; also films entitled "How a Newspaper Is Produced" and "Careers in Journalism."

Video tapes of actual classes participating in the NIC program, are available to individual teachers upon request.

Editor and Publisher
July 29, 1972

WHAT YOU SHOULD KNOW ABOUT THE FCC

What It Is

What is the Federal Communications Commission?

It is the United States Government agency charged with regulating interstate and foreign communication by means of radio, television, wire, cable and satellite.

Regulation

What is the object of FCC regulation?

To provide for orderly development and operation of radio* services, to make available a rapid, efficient, nation-wide and world-wide telegraph and telephone service at reasonable charges; to promote the safety of life and property through the use of wire and radio communication; and to employ communication facilities for strengthening the national defense.

Independent Agency

Is the FCC under any government department?

No. It is an independent Federal agency created by Congress and, as such, reports directly to Congress.

Origin

How did the FCC come into being?

Jurisdiction over wire and radio communications at various times was handled by the Department of Commerce, Post Office Department, Interstate Commerce Commission and the Federal Radio Commission. Developments necessitated coordination of these regulatory functions in a single agency. The Communications Act, signed June 19, 1934, created the Federal Communications Commission for that purpose.

Jurisdiction

Is the communications act limited to the 50 states?

No. It applies also to Guam, Puerto Rico and the Virgin Islands, but not to the Canal Zone.

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*Radio is used here in an all-inclusive sense and refers to television service as well as other broadcasting and non-broadcasting uses.

Activities

What are the major Activities of the FCC?

Allocating bands of frequencies to non-government communications services and assigning frequencies to individual stations; licensing and regulating stations and operators; regulating common carriers engaged in interstate and foreign communication by telegraph, telephone and satellite; promoting safety through the use of radio on land, water and in the air; encouraging more effective and widespread use of radio; utilization of wire and radio communication services in national defense. It does not regulate radio operations by the Federal Government.

Administration

How is the FCC administered?

By seven Commissioners appointed by the President with the approval of the Senate. No Commissioner can have a financial interest in any Commission-regulated business. No more than four Commissioners may be members of the same political party. Appointments are for seven years, except in filling an unexpired term. The salary of a Commissioner is $38,000 a year, other than the Chairman, who receives $40,000. One of the Commissioners is designated Chairman by the President. The Chairman's tenure during his term of office is at the pleasure of the President.

How It Operates

How does the FCC function?

The Commissioners function as a unit, supervising all FCC activities, with delegations of responsibilities to boards and committees of Commissioners, individual Commissioners, and staff units. The Chairman is responsible for the general administration of the internal affairs of the Commission.

Policy determinations are made by the Commission as a whole. Commission practices conform to the Communications Act of 1934, as amended, the Administrative Procedure Act and other applicable laws.

The FCC staff is organized on a functional basis. There are five operating bureaus—Broadcasting, Cable Television, Common Carrier, Field Engineering, and Safety and Special Radio Services—and eight staff offices—Executive Director, General Counsel, Chief Engineer, Opinions and Review, Secretary, Information, Hearing Examiners and the Review Board.

Field Operations

What does the FCC field staff do?

It is engaged largely in engineering work. This includes monitoring the radio spectrum to see that radio station operation meets technical requirements, inspecting radio stations of all types, conducting radio operator examinations and issuing permits or licenses to those found qualified, locating and closing unauthorized transmitters, furnishing radio bearings for aircraft or ships in distress, locating sources of interference to radio communication and suggesting remedial measures, doing special engineering work for other Government agencies, and obtaining and analyzing technical data for Commission use.

Agency Cooperation

How does the FCC cooperate with other agencies?

In international and national matters, it works with various Government agencies concerned with radio and wire communication. It also cooperates with state regulatory commissions in telephone and telegraph matters of mutual concern, largely through the National Association of Regulatory Utility Commissioners. There is also cooperation with radio-user groups.

Staff

How many persons does the FCC employ?

About 1,500 regular employees, of whom more than one-fourth are engaged in field engineering. With few exceptions, FCC personnel is under Civil Service.

Radio Regulation

What does FCC regulation of radio include?

Consideration of applications for construction permits and licenses for all classes of non-Government radio* stations; assignment of frequencies, power and call signs; authorization of communication circuits; modification and renewal of licenses; inspection of transmitting equipment and regulation of its use; control of interference; reviewing technical operation; licensing radio operators (commercial and amateur); taking remedial action when necessary, and otherwise carrying out provisions of the Communications Act. The Commission does not license radio sets used for reception only.

Broadcast Station Regulation

What does FCC regulation of broadcast stations include?

Allocation of spectrum space for AM and FM radio and television broadcast services; assignment of frequencies and call letters to stations; designation of operating power and sign-on and sign-off times. The Commission also issues construction permits and inspects technical equipment. While the FCC is prohibited by law from censoring program content, it does have many regulatory responsibilities in the program area. For example, it requires licensees to attempt to ascertain and serve the programing tastes, needs and desires of their communities. Licensees are also obligated to comply with statutes, rules and policies relating to program content, such as those calling for identification of all sponsored broadcast matter, prohibiting broadcasting of lottery information and requiring licensees to make available equal opportunities for use of broadcast facilities by political candidates. Also in this category are rules on personal attacks, editorial endorsing or opposing political candidates, station identification, identification of recorded programs or program segments, and publicly declared Commission policies on fairness in the presentation of controversial issues. Licensees must also prevent use of their facilities for false or misleading advertising. The Commission conducts inquiries and investigations. Licensees who have violated FCC statutes, rules or policies are subject to sanctions including loss of license and fines up to $10,000. The

*Radio is used here in an all-inclusive sense and refers to television service as well as other broadcasting and non-broadcasting uses.

Commission limits the number of broadcasting outlets that any one individual or firm may own to a total of seven AM, seven FM and seven TV stations. Since broadcasting stations are not common carriers, the Commission does not regulate rates, profits, accounting methods or other financial aspects of station operations. The same interest cannot operate more than one station of the same kind in the same place.

Common Carrier Regulation

What does FCC regulation of common carriers include?

In addition to licensing use of radiotelephone circuits and assigning frequencies for their operation, it supervises charges, practices, classifications and regulations in connection with interstate and foreign communication by radio, wire and cable; considers applications for construction of new facilities and discontinuance or reduction of service; acts on applications for interlocking directorates and mergers, and prescribes and reviews the accounting practices of communication carriers. The Commission does not regulate purely intrastate wire services; they are under the jurisdiction of their respective state utility commissions.

License Requirements

Can aliens hold radio licenses?

The radio station license privilege, in general, is limited to citizens of the United States. It is generally denied to aliens or their representatives, to foreign governments or their representatives, to foreign corporations, and to domestic corporations with alien officers, directors or more than one-fifth of their capital stock owned or voted by alien interests. In the interest of air safety, certain non-citizen aircraft pilots may hold station licenses. Under reciprocal agreements with other nations, an alien may be authorized to engage in amateur radio operation in the United States. A radio station license may also be held by an alien in the case of vessels and aircraft required by an act of Congress or by treaty to carry radio. Radio operator licenses are generally granted only to United States citizens. Exceptions to this requirement are made for alien radio amateurs and alien aircraft pilots.

Broadcast Services

What are some types of broadcast services?

The list includes the older standard or AM (amplitude modulation); FM (frequency modulation), both commercial and noncommercial educational, including stereophonic broadcast; TV (television), commercial and non-commercial educational, also pay-TV; international (except stations operated by the Government); supplemental services such as FM functional music, TV translators, remote pickup and studio-transmitter link; and experimental and developmental services. The Commission does not license CATV (community antenna) or closed circuit (wired) TV systems since they do not transmit over the air. It does, however, regulate CATV importation of signals from other TV markets.

Non-Broadcast Radio Services

What are some other radio services?

Aviation (aircraft and ground); Marine (ship and coastal); Public Safety (police, fire, forestry conservation, highway maintenance, local government, special emergency and state guard); Industrial (business, forest products, manufacturers, motion picture, petroleum, power, relay press, special industrial and telephone maintenance); Land Transportation (railroad, passenger and cargo motor carrier, taxicab and automobile emergency); Amateur, Citizens, Disaster and Experimental; also Common Carrier (page, land mobile, microwave relay, broadcast relay and international radiotelephone and radiotelegraph services).

Call Signs

How are radio station call signals assigned?

International agreement provides for national identification of a station by the first letter or first two letters of its call signal, and for this purpose apportions the alphabet among the nations. The United States uses the initial letters K, N and W exclusively and part of the A series. Call signals are assigned by the Commission on an individual basis. The initial letter N is generally reserved for the Navy and Coast Guard, whereas the letters A, K and W are shared by other stations, both Government and non-Government. Broadcast station calls begin with K or W. Broadcast calls prefixed by K identify stations located west of the Mississippi River, while W is used by broadcast stations east of the River, except for some long established stations whose call letters were allocated before the assignment rule was adopted.

International Matters

How does the FCC participate in international matters?

It is charged with domestic administration of telecommunication provisions of treaties and international agreements to which the United States is a party. Under Department of State auspices, it participates in related international conferences. It licenses radio and cable circuits from the United States to foreign points and regulates the operating companies. It also licenses radio stations on American planes and ships in international service, and, under international agreements and upon request, inspects the radio equipment of foreign vessels touching our ports. Further, it is the medium for resolving cases of interference between domestic and foreign radio stations.

Safety of Life and Property

How is the FCC concerned with safety of life and property?

The Communications Act stipulates:

> "For the purpose of obtaining maximum effectiveness from the use of radio and wire communications in connection with safety of life and property, the Commission shall investigate and study all phases of the problem and the best methods of obtaining the cooperation and coordination of these systems."

Radio installations on vessels and aircraft, also police, fire, forestry and other protective radio systems are in this category.

Radio Aid to Business

How does radio aid business?

Besides affording a speedy means of communication and being a factor in protecting life and property, radio contributes to economies and improvements in public and private business operations. It has become an important adjunct to rail, highway, water and air transportation, to public utility, industrial and other business operations.

Studies and Research

Does the FCC engage in Studies and Research?

The Commission is required to "study new uses for radio, provide for experimental uses of frequencies, and generally encourage the larger and more effective use of radio in the public interest." Cooperation is maintained with Government and commercial research and development groups. In connection with its research activities, the Commission maintains a laboratory at Laurel, Maryland. It also carries out policy studies in order to provide information on complex questions facing the Commission.

National Defense

What is the role of the FCC in national defense?

Use of wire and radio communication facilities to aid the national defense is one of the basic requirements of the Communications Act. The President has delegated certain of these functions to the FCC. Among other things, the Commission supervises the Emergency Broadcast System to notify and instruct the public in the event of enemy attack. This system is put to peacetime use for broadcasting information and instructions about local and statewide emergencies. The Commission cooperates with Federal, State and local authorities in the preparation of emergency plans and, in turn, has the cooperation of public and industry elements concerned.

Fees

Does the FCC charge for its services?

The Commission charges fees for the filing of applications in most of its licensing activities, and the income goes into the United States Treasury.

Publications

Where can additional reference material be obtained?

Those interested in more detail about the Commission may purchase various FCC printed publications from the Government Printing Office. A list will be furnished on request to Office of Information, Federal Communications Commission, Washington, D. C. 20554.

RADIO JOBS

Are many jobs available in radio?

Right now, the market for new people in broadcasting is fairly tight, especially in the Houston area. However, if a bright and willing graduate applies, it is beneficial to the station to hire him and train him in their own methods.

What school subjects would benefit the student most for work in the radio field?

A strong background in speech and journalism are important to this field, as well as participation in speech and journalism clubs.

What outside activities would aid the student?

He should "hang" around a station as much as possible, without getting in the way, and get to know the people who work there and let them know of his interest in getting into the business.

In Houston, there is KPFT—FM, a non-profit organization, where much volunteer work is done.

What are some activities which furnish helpful training?

The student should get a tape recorder and record his own voice, listen to it, and practice until it sounds good.

Are there special schools for training students for radio careers?

Two examples are Elkins Institute and Columbia School of Broadcasting. Such schools are all right for basic training, but the student should not be led to believe that finishing a course at one of these schools is the key to a job — far from it.

What are the qualifications for radio career jobs?

The student should be somewhat extroverted and not afraid to open a "mike." He must be willing to do menial jobs — everyone, no matter what position he holds, does. No one is a star. That attitude should be firmly ingrained in the student's mind. Every broadcasting operation is teamwork; everyone is equally important.

What are the advantages in radio jobs?

They are exciting, always changing. There are many opportunities to meet famous people. There is ample opportunity for advancement for the person who fits the job, and there is always the chance to attain some degree of fame in the community.

What are the disadvantages of the jobs?

These jobs are not the most secure professions in the world. The entry level is low; the hours are often inconvenient. No matter what the problems, the worker must be up and ready when that mike switch comes on.

How does a worker go about getting a job in a radio career field?

He should get a good background experience at a station in a small or medium market. It is almost impossible to break into a large market. Even if the worker is able to get a job in a large market, he must be willing to take a back seat for a long time.

What is the salary range?

Every market differs. The salary scale is usually open but never very high for beginners.

What are some examples of job teamwork?

An engineer pushing off commercials for the announcer on the air; one person writing copy, another reading it at the mike; someone producing commercials; others deciding on the music and format — all these show a team at work.

What are the tools of the trade?

A prospective employee in the radio field should have a pleasant personality, a pleasing voice, good diction, *willingness to learn,* and exhibit characteristics of an extroverted personality.

What are the procedures for application?

The applicant should talk to the people involved. He should not just fill out an application and leave — he should let the people know he is interested.

---John Davenport
News Director, KPRC

Houston Post
Sunday – October 15, 1972

Nicholas knew as youth broadcasting was for him

George McElroy

When Bob Nicholas — anchorman on Channel 11's Saturday news show — was a mere lad in his native Charlotte, N.C., he was 'bitten' by the electronic media bug and he has been affected since that time.

As the impeccably-dressed, slim-built Nicholas explains, "My godfather, Gene Potts, owned and operated a radio station in Charlotte, and he was truly my inspiration."

While other youngsters in the neighborhood were deeply involved in softball, cycling, kite flying and other activities akin to youth, young Bob spent many, many hours in the seclusion of his room practicing enunciation.

Blazing with determination, Bob enrolled in every available speech and drama course at West Charlotte High School.

But discouragement constantly raised its ugly head and tried — to no avail — to destroy Bob's desire to become a broadcaster. Several of his teachers predicted that he would never make it in radio-television broadcasting.

As Bob points out, "I was very radical as a teen ager." He believes that his teachers' predictions were based soley on his radical ways.

Immediately after graduation in 1960, Bob sought employment in the news department of a Charlotte television station. He did not get the job, but, Bob explains, "got some good advice about methods of breaking into the media."

Bob's determination lead him to New York City.

"Two weeks after graduation, I was in New York City," the Channel 11 personality informed.

"I had $42, a bus ticket and a chicken sandwich when I left home," Nicholas smiled.

He had no relatives nor friends in "the big city" and spent his first night sleeping in the mammoth waiting room of Grand Central Station.

Soon Bob found a $50-a-week job at a camera shop and living accommodations in the Harlem Y.M.C.A.

He saved his money and, in December, 1960, enrolled at New York University, where he was a radio arts major. Later, he worked briefly with the Internal Revenue Service.

Obviously eager to carve a niche for himself in communications, Bob transferred to City College of New York as a speech major But after a couple of semesters, he withdrew and returned to Charlotte.

"My mother became ill and the family was feeling the financial pinch," Bob remembers. He used his savings to assist at home.

Bob returned to New York City "flat broke" and joined the Army in 1961. He "soldiered" until 1963 and returned home to his parents, Mr. and Mrs. Bynom Nicholas —an engineer and a registered nurse.

Eventually, Bob was hired as news director of a Greensboro, N.C., radio station.

From that point on Bob Nicholas has steadily moved up the ladder of his chosen profession.

In time, Bob worked at radio stations in Atlanta, Ga., and Columbus, Ohio. In 1966 he returned to Charlotte to work as a general assignment reporter at WSOC-TV.

One of Bob's greatest thrills was appearing on television as a "bonafide newscaster" in his own hometown.

In 1968, Bob attended Columbia University in New York City. He enrolled in a broadcast journalism course designed to prepare blacks for work in the electronic media. The program was funded by The Ford Foundation.

While at Columbia, Bob became acquainted with Robert J. Northshield, then the executive producer of the Huntley-Brinkley Report on NBC; and Richard Ward, former NBC vice-president. Through these men, Bob was offered a position at WYKC-TV, an NBC affiliate in Cleveland, Ohio.

At the Cleveland station, Nicholas became anchorman for the 7:25 and 8:25 a.m. news slots. He also had a 30-minute "talk show" on Saturday evenings. Too, Bob did a number of network stories for NBC's "Today" show.

In the summer of 1971 NBC had a reduction of personnel and Bob applied for employment at several of their stations, including KHOU-TV.

"I selected Houston because I had learned of the city's dynamic growth and tremendous opportunities," Bob said.

Deeply concerned with the plight of young blacks, Nicholas says, "give these kids the opportunities, not because they are black, but because the are in their formative years." Society needs all of the skilled people it can get, he added.

Bob insists that success can only follow proper training. "And," he was quick to add, "proper training is the birthright of all Americans regardless of race, color or creed."

If business is your bag, or ethnic interests or ESP or horses, there's surely a periodical devoted to the subject; and chances are . . .

Houston Post
Sunday – October 15, 1972

It's published in Houston

By ELIZABETH BENNETT
Post Reporter

Did you know—

- That the largest tennis magazine in the world is published right here in Houston?
- That Houston has a new weekly newspaper published exclusively in Spanish?
- That the city has at least three journals aimed primarily for blacks, one of which is the largest in the Southwest?

Newcomers to Houston are often unaware of anything but the morning and afternoon dailies. But even old-timers may be surprised at the number and variety of publications covering almost every conceivable subject and interest group in the city.

There's Fun magazine in Houston for the swingers and Swingles for the singles. There's Horseman for the horsey set and Cosmic Echo for ESP and astrology fans. Society is covered in Houston Town and Country, River Oaks Times, and news of business and industry in everything from Houston, published by the Chamber of Commerce, to the successful new Houston Business Journal. And there's even a newspaper for white conservatives called the Houston Tribune.

Some are slick and sophisticated. Others are obviously put together by amateurs with little talent or money. But most give the kind of information not usually found in the two daily newspapers, and are worth looking into if you want in-depth coverage on specific subjects.

Take the Houston Business Journal. It's designed, said publisher Bob Gray, to provide the businessman of "every type and stripe with all the business intelligence we can give him. Our stock-in-trade is in-depth reporting on major business situations and trends as well as sucessful businessmen and how they got that way. We want to give a man something that will help him in his business. People would read us here for the same reason they'd read the Wall Street Journal."

HBJ is the newest of five publications of the local Cordavan Corporation —and the most successful. "We've been in business about 13 years and HBJ is the only publication that's become profitable in as short a time as one year," said publisher Gray. "It usually takes three, and we think this is rather phenomenal."

A recent innovation in the weekly is a food and beverage column prepared by an anonymous Houston journalist. He is unknown to restaurant owners, he pays his own way, and he writes what he thinks—and it's not always complimentary.

Another new publication in town that can be equally uncomplimentary is the Houston Journalism Review. Organized a few months ago by several crusading reporters in the local media, HJR's goal is to improve journalism in Houston.

Please see Published/page 5AA

Published in Houston: Almost everything

Local reporters write the copy, which may deal with anything from media hiring of blacks, Chicanos, and women to cable television to profiles of Houston journalists. The monthly tabloid newspaper has some 300 subscribers at present at $7.50 a year. Editors, who change with each issue, say the publication is aimed not only at working journalists but also at community leaders and advertising and public relations personnel.

One of the slickest magazines in Houston, and one of the most successful, is World Tennis, edited and published by Gladys Heldman. Some 15 full-time staffers work on the monthly trade magazine, the largest tennis publication in the world with a circulation of over 90,000.

The bible of tennis players, WT's November issue includes a complete tennis dictionary, a cover story on the winner of the 1972 U.S. Open Championship at Forest Hills, and profiles on Arthur Ashe and Margaret Court Smith.

The largest newspaper for blacks in Houston, and the sixth largest black paper in the nation, is Forward Times, a weekly tabloid.

"Our primary function," reports managing editor Varee Shields, "is to inform black people on the issues, the situations that affect their lives. We don't try to tell them how to think; we give them the facts so they can deal accordingly."

The paper reports on police incidents involving blacks, ripoffs of black citizens, sports, entertainment, and club and society news. Some of the stories are replete with vivid detail, but as editor Shields explains: "We are a facts-of-life newspaper. We believe in telling the truth. We might describe someone being raped in detail, but we don't use four letter words like I saw in one of the daily papers recently."

Other black journals in Houston include The Voice of Hope and The Informer. The latter, founded in 1872, is Houston's oldest paper but it's not nearly as popular today as the other two, according to most reports.

The newest is The Voice of Hope, which originally started out as a free monthly newsletter for Hope Development Inc., a social service agency. Now a weekly that sells for 25 cents a copy ($9 a year for subscribers), the paper is chiefly concerned, reports managing editor Alma Newsom, with "community-police relations.

"Our people have been more socially oriented in other black papers," she said. "We're trying to raise their awareness, to try editorially to suggest solutions, to mobilize action."

The paper used to be labeled militant, said Miss Newsom, "and although this has changed somewhat, we still have trouble getting ads, even from black advertisers who'd rather advertise in the two dailies."

Another problem for The Voice of Hope, she added, and a problem of the "black press, in general, is no trained journalists. Local people are just not that good and by the time we train them, they go on to bigger, better things."

At least three newspapers in Houston cater to Mexican-Americans, an estimated 10-15 per cent of the city's population. The newest one, El Presente, is printed entirely in Spanish.

Only three months old, it is an invaluable source of news in Houston for people who haven't learned to speak English yet, reports editor Maria Rodriguez.

Papel Chicano, on the other hand, has news in both Spanish and English. A monthly at present —though the publishing schedule is irregular —it aims at covering "the news that we feel others don't cover," reports Carlos Calbillo, adding that most of his staffers are volunteers.

"Our whole idea in starting the paper was that the establishment media was not interested or didn't care about important things happening to

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Continuation of PUBLISHED IN HOUSTON
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Chicanos," said Calbillo. The paper was started in 1970 by the Chicano Cultural Corporation of Houston, a group established to further educational endeavors within the Chicano community, he said.

Militant in tone, the paper is considered radical by some people, said Calbillo, "but others like it. Our readers are mostly those working for social change, but we also get some older readers."

El Sol, on the other hand, gives a middle-class look at national and international news, local events, and social affairs in the Mexican-American community. It's published, half in English, half in Spanish, by the Rev. James L. Novarro, pastor of St. Paul's Baptist Church.

Many of the weeklies and monthlies published in Houston consider their function to be "the loyal opposition," but none more so than Mockingbird an underground newspaper.

"We try to point out things wrong with our culture and point the direction people should go," said Bill McElrath, one of 28 staffers listed on the weekly's masthead. The paper has no editor, and some staffers list themselves only by first name.

In operation since April of this year, the paper contains surprisingly few four-letter words. A recent issue seems more bent on educating its readers than shocking them.

In an article called "Archie Bunker grows long hair," readers are told that "Escape really does not solve a thing, it only leaves fewer of us here to try to help humanity gone mad . . . There is an election coming up and one small thing one can do is register to vote . . . Please give a damn."

Additional newspapers and magazines published in Houston can be found in the local telephone directory. But the most complete listing is compiled in the Communications Index, 1972, published by Women in Communications, a Houston group.

CAREERS IN TELEVISION

If anyone wants to be successful and happy in a television career, he should like all phases of work related to television. This means he must be willing to work long hours without considering overtime pay. If necessary, he should be willing to assist with any job that must be done to produce programs successfully on schedule.

The high school courses which will be most valuable in television production are journalism, photography, speech, debate, and art. Anyone who wants to go into technical careers in television should take as much math and as many pre-engineering courses as possible.

College is helpful but not required. If a student goes to college for specific training that can be applied to the job, the chances of employment are improved; however, a person who goes to college for fun and takes general courses will probably not be able to improve his chances for employment in the television field.

An entry level job in production would probably be on the floor crew. A beginning salary is about $400 a month. The floor crew jobs are such as cameraman, lightman, and traffic controller. A person going into sales could make $20,000 per year; in management positions, $25,000 a year or more.

The chances for creativity and change of routine are excellent in television careers. The disadvantages are the lack of openings for new employees and the low entry salary. However, most employees in the field of television careers would not trade their work for another job even at higher pay.

---Interview, Mr. Craig Bland
Channel 11

WOMEN IN COMMUNICATION BUSINESS

On July 11, 1952, the Federal Communications Commission awarded to Mrs. Claudia Johnson a license to own and operate a television station in Austin, Tex.

An industrious, enterprising woman, married to Lyndon Johnson, then a U.S. Senator from Texas, Claudia Johnson soon had her station, KTBC-TV, affiliated with all three major networks -- CBS, NBC and ABC. She also managed, despite the Korean wartime shortage of structural equipment, to obtain the electronic gear necessary to get her station on the air.

Until 1965, when KHVI-TV affiliated with NBC and when in 1971 KVUE-TV affiliated with ABC, Lady Bird's station in Austin enjoyed a near monopoly.

Last month, under order from the FCC to divest some of her TV or CATV (cable television) holdings, Lady Bird sold KTBC-TV to the "Los Angeles Times" for $9 million. Since Lady Bird and her two daughters owned 85 percent of the outstanding shares, Lady Bird received as her share of the take $4,752,000 and the girls $1,390,500 each. Lady Bird, of course, still owns KTBC-AM and FM, for which she originally paid $17,500, as well as her CATV interests. Additionally she owns interests in other Texas broadcasting facilities said to be worth $20 million.

Houston Post
October 15, 1972

WANT ADS

Houston Chronicle
October 8, 1972

DIGITAL TECHNICIANS

Philco-Ford, a leader in spaceage technology, has immediate openings for Electronic Technicians for the Skylab support program.

Position requirements include 2-4 years experience in Telemetry, Digital Ground Station Systems, Display Systems and/or Communications Systems.

These positions provide unlimited growth potential and a comprehensive benefits package.

To Arrange An Interview, Call:

J. E. BROWN 488-1270

PHILCO Ford

Philco-Ford Corporation
Houston Operation
P.O. Box 58487
Houston, Texas 77058

An Equal Opportunity Employer

RADIO TECHNICIAN

Must have FCC license, second class or better, and minimum of 2 years experience in 2-way radio. FM and SSB Marine Radar and navigational aids experience also desirable. Top wages and outstanding benefits offered to qualified individuals. Apply or send resume to:

WESTERN GEOPHYSICAL CO. OF AMERICA
DIVISION OF LITTON INDUSTRIES
P.O. BOX 3340 PELICAN ISLAND
GALVESTON, TEXAS 77550

An Equal Opportunity Employer

Houston Post
October 15, 1972

WANTED

WE ARE

A growing manufacturing company, selling proprietary products to the Bell System, General Telephone Company's and others.

WE NEED

An energetic person to become our sales representative for Texas with headquarters in Houston.

WE REQUIRE

Our representative to travel to gain maximum coverage and to assume responsibility for successful sales presentations. The individual must have personal initiative and job knowledge of the telephone industry in one or more categories such as construction, engineering, marketing or plant department.

WE OFFER

A salaried position plus incentive plan, travel expense and the opportunity for personal growth.

Send resume in confidence to Sales Manager

Communications Technology Corporation

P.O. Box 644, Broomfield, Colorado 80020

THE UNIVERSITY OF TEXAS AT HOUSTON
M. D. ANDERSON HOSPITAL AND TUMOR INSTITUTE
NOW INTERVIEWING FOR

POLICE PATROLMEN/WOMEN

Must be High School Graduate with 30 completed college semester hours. Age requirement 22-40. Recent police experience preferred, not necessary.

DISPATCHER

Must be High School Graduate and have recent working experience in security. Some background in dispatching helpful.

FOR FURTHER INFORMATION CALL MRS. SCHLOTTMANN
PERSONNEL DEPARTMENT
6723 BERTNER AVENUE 526-4821
An Equal Opportunity/Affirmative Action Employer

Houston Chronicle
October 8, 1972

Spacecraft Engineers

Join the established leader in satellite communications — the decade's most challenging new industry. If you're a graduate engineer with experience in one of the following areas, we'd like to hear from you.

Digital Telemetry and Command Project Engineers

To perform subsystem design analysis, development, test, and integration into digital telemetry and command communication systems. Experience in design and associated component development required.

Power Supply Engineers

Design and development of low voltage regulators, dc to dc converters, and high voltage TWT power supplies.

Communication Project Engineers

Hardware oriented tasks in the design, analysis, and testing of sophisticated communication sub-systems. Involves establishing module design requirements, defining internal and external interface requirements, analyzing detailed performance parameters, defining test methods, and performing breadboard and flight hardware subsystem tests.

RF Circuit Engineers

Design and development of solid state RF circuits, such as oscillators, frequency multipliers, IF amplifiers and limiters, RF power amplifiers, modulators, and filters.

Antenna Engineers

Design and development of omni-directional, global coverage, and shaped-beam antennas, including multiple-frequency horns, multiple-horn arrays, reflectors, feeds, and other specialized antenna elements.

Microwave Circuits Engineers

Design and development of microwave circuits, such as filters, multiplexers, ferrite devices, couplers, and rotary joints.

Microwave Solid State Engineers

Design and development of microwave solid state devices, such as parametric amplifiers, tunnel diode amplifiers, IMPATT or GUNN amplifiers, diode phase shifters, mixers, converters, and microwave integrated circuits.

Laser Communications Systems Engineer

For military and spacequalified laser communications systems. Must have analytical ability and hardware development capability. Desired proficiency areas: Coherent and non-coherent reflective and refractive optics; solid-state gaseous lasers; related component technology, modulation, and detection methods; propagation and scattering theory. Requisite skills include: project management, preparation of technical proposals, and presentation of customer briefings. MSEE or MS. Physics required.

Stress Analysis

Perform structural analysis on spacecraft and associated support equipmentin conjunction with design activities. Must be capable of analyzing and sizing structural designs using classical as well as modern computer techniques. BS or MS in AE, CE, ME, or equivalent, with actual hardware experience is required.

Structural Dynamics

Responsible for dynamic analyses of flexible and rigid spacecraft structures, including response to booster dynamics separation, appendage deployment, and on-orbit loading conditions. Experience in interactions of flexible structures with vehicle spin and attitude dynamics is desirable. BS or MS in AE, ME, or Applied Mechanics required.

COMPUTER APPLICATION SPECIALISTS

Xerox forming NEW TECHNOLOGY CENTER for computer systems in Dallas

Xerox's new Southern Technology Center in Dallas, Texas will provide complete systems analysis, design and implementation for Xerox customers and OEM's in the Southern United States. Xerox is unique in the establishment of regional centers that make advanced technologies and a highly skilled staff accessible to our customers. Two such centers, each with a staff of more than 200 persons, have been in operation for several years on the East and West Coasts.

Candidates will be involved in preliminary design, cost estimates and proposals. Must be marketing and applications oriented, but must also be highly qualified technically. Knowledge of both hardware and software is required in one or more of the following areas:

Immediate: SR. REAL-TIME SOFTWARE SPECIALISTS

Senior individuals required with a minimum of ten years experience (or advanced degree work) since BS Degree. Must have a thorough knowledge of the internal design and operation of operating systems, real-time I/O handling, and interactive data base management. Should have experience in at least two of the following areas:

- Real-time data management systems,
- Real-time scientific control systems,
- Real-time on-line commercial systems,
- Communications systems.

Some knowledge of systems such as IBM HASP, ASP, IMS, and Xerox DMS and LAS expected.

Near term: (Openings expected in next few months)

HEALTH CARE: A minimum of five years of experience in real-time computer applications for automated laboratories, administrative systems, admissions system, and/or patient care. Chemical/medical background and advanced degree helpful.

DATA/ACQUISITION/CONTROL: A minimum of seven years experience in real-time computer systems such as: Hybrid and digital simulation, telemetry, graphic displays, data acquisition, and/or control.

STATE/MUNICIPAL INFORMATION SYSTEMS: Minimum of seven years of computer related experience since BS Degree with extensive recent experience in real-time information systems such as: Interactive accounting, criminal information, vehicle registration, stolen property, incident reporting, command and control, dispatching, etc.

Please send resume, including salary history, to: Mal Williams, Xerox Corporation, Bank of Dallas Building, Suite 109, 3635 Lemmon Avenue, Dallas, Texas 75219.

XEROX.

an equal opportunity employer

Houston Chronicle
October 8, 1972

Houston Chronicle
October 22, 1972

Thermal Design

Thermal tradeoff and design analysis on spacecraft systems and sub-systems. Interface with project, subsystem, and test activities to insure that appropriate thermal control techniques are implemented and experimentally verified. Plan and perform thermal development tests of both spacecraft elements and systems. Candidates should have a background in the application of multi-mode analytic techniques to the solution of combined radiation and conduction problems, a BS or MS degree, and 0 to 5 years experience.

Spacecraft Preliminary Design

Synthesize inputs from various disciplines (power, thermal, etc.) to create conceptual designs of advanced spacecraft. Must be able to produce high quality layouts and perform under pressure of tight schedules. BS or MS in AI, ME, CE, or Applied Mechanics.

Spacecraft Electrical Harness and Cabling

BSEE with experience in spacecraft cabling design and costing. Familiarity with RFI and radiation shielding problems is required. Position s assigned to Design Integration activity requiring collaboration with other subsystem engineers to establish final configuration of components and spacecraft.

Attitude Controls Analysts and Designers

For satellite and space vehicle attitude..velocity control systems and articulated payload devices controllers. Desired background: Overall attitude dynamics of both rigid and flexible spacecraft, digital multiloop control.

Mechanisms and Sensors

Engineers, designers, draftsmen, and checkers at all levels and with experience are needed to performf challenging development tasks on electromechanical and electro-optical equipment. Experience with bearings, lubricants, motors, gears, shaft encoders, microsyn, magnetic devices optics, infrared sensors, and pyrotechnics as applied to long-life operation in space is desired.

Power Conditioning Equipment

Responsible for the design and development of complex power conditioning equipment for ion engines and satellites. BSEE or MSEE degree, with experience in the design of power conditioning equipment (i.e., converters, inverters, series regulators, etc.) and intimate knowledge of magnetic components and power semiconductor application problems.

Propulsion Test

Experienced in test facility operations, hydrazine handling, and data acquisition and processing. Must have ability to concisely translate engineering requirements into detailed test procedures. Must pass hydrazine handling physical examination.

Hydrazine Propulsion

Our Propulsion and Power Systems Laboratory has outstanding opportunities for BSMEs or MSMEs with related experience in system analysis and design; component design and development; component and system test; fabrication.. assembly..integration; data acquisition, processing, and evaluation; project management; and launch operations.

Systems Engineers and Analysts

MS..PhD in Engineering or Physics with three to 10 years experience in spacecraft communications, power and controls system analysis; dynamics, orbital mechanics, and system analysis; dynamics, orbital mechanics, and system performance; payload integration and mission analysis. Duties will include system design and definition, subsystem and mission tradeoffs, system and subsystem interface definition.

To arrange an interview appointment, please call (collect): Mr. J. L. Samuel (213/648-4882). Or, airmail your resume to:

ENGINEERING EMPLOYMENT

Hughes Aircraft Co.

SPACE AND COMMUNICATIONS GROUP

P.O. Box 92919, Airport Station, Los Angeles, CA9-0009

• U.S. Citizenship required • Equal opportunity M.F. employer

PREDICTIONS

State and National surveys on the employment outlook for communication workers do not agree.

Communications are expected to expand during the 1968-1975 period, but at only about 40 percent of the rate experienced during the 1960 to 1968 period. Most of the growth in this industry was in Telephone Communications and occurred before 1968. In 1960, the Telephone segment accounted for 82 percent of total employment in the Communications group; this will dip to some 80 percent of the total in 1975. Radio and Television employment will rise from 14 percent of the total in 1968 to 16 percent between 1968 and 1975.[1]

Employment in the broadcasting industry is expected to grow at a moderate pace through the 1970's. More job opportunities will result from replacement as thousands of job openings become available as workers transfer to other fields of work, retire, or die. Retirements and deaths alone will provide an estimated 2,800 job openings annually.

New radio and television broadcasting stations will be established over the period, primarily in small communities, and will result in opportunities for some additional workers. Also, cable television (CATV) has emerged as a powerful new force in communications and some additional job opportunities for professional, technical, and maintenance personnel will be created as CATV systems increasingly originate and transmit programs. By using coaxial cables instead of airwaves, CATV can bring to subscribers a large selection of over-the-air signals plus many additional programs originated for cable television.

The number of educational broadcasting stations is expected to increase as private and governmental groups continue to expand this medium as an educational tool. The growth of educational television stations, particularly, should increase the number of job opportunities, especially in programing, engineering, and station management.

In existing radio stations, employment probably will remain about the same. Continued introduction of equipment that permits the control of transmitters from the studio will eliminate the need for a technical crew at the transmitter site. Automatic programing equipment permits radio stations to provide virtually unattended programing service. As more of the smaller television stations acquire the capability to originate local color telecasts, there may be a small expansion in the number of technical workers to handle and operate the more complex equipment.

Competition will be very keen for entry jobs in broadcasting in the years ahead, especially in the large cities, because of the attraction this field has for young people, and the relatively few beginning jobs that will be available.[2]

Employment Outlook

The number of broadcast technicians is expected to increase only slightly during the 1970's. Retirements, deaths, and transfers to other jobs will result in some additional job openings.

Some job opportunities for technicians will be provided by the new radio and television stations expected to go on the air during this period. In addition, color television broadcasting may slightly increase the need for technicians. Color television pick-up and transmitting equipment is much more complicated than black and white equipment and requires more maintenance and technical know-how. However, other technical advances, such as automatic switching and programing, automatic operation logging, and remote control of transmitters will limit the increase in job opportunities in the new stations and replacement needs in existing stations.

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[1] *Texas Employment Outlook to 1975.* Published by Texas Employment Commission, July 1971.

[2] *Occupational Outlook Handbook* 1970-71 edition, U. S. Department of Labor Bureau of Statistics, Bulletin No. 1650. U. S. Government Printing Office, Washington, D. C.

COMMUNICATION AND MEDIA

Study Tours (Radio—Television—Newspaper—Telephone)

KPRC—TV & RADIO
3014 Post Oak (South)
Contact: Judi Ballesteros,Tour Director
P. O. Box 2222
Houston, Texas 77001
622-2950, ext. 246, 247

Description: Television and radio
Specifications: Welcome tourists in groups 10-60; Welcome students (children to adults); Welcome foreign and U. S. adult groups; Minimum 10; Maximum 60; need 2 weeks advance notice; some plant areas restricted to all visitors, tours narrated; special discussions available on limited basis on request; prefer
Tour classification: Regular tours (arrangements can be made to watch a live show in studio.)

THE HOUSTON POST
Contact the Receptionist
4747 Southwest Freeway
Houston, Texas 77001
621-7000, ext 293

Description: Newspaper publishing
Specifications: Welcome student groups as well as U. S. and foreign groups, Minimum 8 (fewer if technical group); Maximum 30; need 3 weeks advance notice; some plant areas restricted to all visitors; tours narrated; prefer touring 10 a.m. and 4 p.m.
Tour classification: By arrangement only.

SOUTHWESTERN BELL TELEPHONE COMPANY
3100 Main Street
Contact Public Relations Department
P. O. Box 1530
Houston, Texas 77001
521-8174

Description: Communications
Specifications: Welcome student groups and U. S. and foreign groups; Minimum 5; Maximum 25; need 2 weeks advance notice; some areas and certain information restricted to all visitors; tours narrated; special discussions available on request; translating service available in Spanish, prefer touring 1 p.m. - 4 p.m. Mondays, 10 a.m. - 1 p.m. Fridays and 10 a.m. - 4 p.m. Tuesday, Wednesday, and Thursday.
Tour classification: By arrangement only.

THE HOUSTON CHRONICLE
512 Travis
Houston, Texas 77002

Description: Newspaper
Specifications: Welcome student groups who have studied the newspaper.
Call Dr. Lois Avery, 220-7404

Photography/Motion Picture Production

A–V CORPORATION
William R. Fowler or A. P. Tyler
2518 North Blv.
Houston, Texas 77006
523-6701

Description: Motion picture production company and film laboratory.
Specifications: Welcome tourists, students, U. S. and foreign groups; No minimum; Maximum 10; need one to 2 days advance notice; tours narrated; special discussions available on personal basis only; translating available in Spanish; prefer touring 10 a.m. to 2:30 p.m.
Tour classification: By arrangement only.

DOME CITY PHOTOGRAPHERS
Allen B. Currie or Mrs. S. Smudski
605 McGowen
Houston, Texas 77003
522-9716

Description: Photography, film processing, printing b/w and color, slides, murals.
Specifications: Welcome students, U. S. and foreign groups; Minimum 5; Maximum 20; need one week advance notice; tours narrated; special discussions available; translating in Spanish; prefer touring 10 a.m. - 2:30 p.m.
Tour classification: By arrangement only.

Printing and Printing Services

PREMIER PRINTING & LETTER SERVICE
Luke Kaiser, Frank Parker or Bob Garlington
2120 McKinney
Houston, Texas 77003
224-1676

Description: Printing, lithographing, automated letter service, computer service, automated packaging.
Specifications: Welcome student, U. S. and foreign groups; Minimum 4; Maximum 30; need 3 days advance notice; translating service available in Spanish; prefer touring mid-morning or mid-afternoon.
Tour classification: By arrangement only.

Recording Studios

JIMMY DUNCAN PRODUCTIONS, INC.
John Clevinger
8208 Westpark
Houston, Texas 77024
781-6300

Description: Second largest recording studios in the the nation. Soundville Records—national and international distributing. Westpark Records. Five music publishing companies. Talent management division. Commercial Production division. Fortune Corp. Production Co. Septor Records. Bisseli arranging. FM Radio Station.
Specifications: Welcome tourists, students, U. S. and foreign groups; No minimum; Maximum 25; need 2 days advance notice; tours narrated; special discussions available on request; prefer touring mid-morning; tour duration 30-45 minutes.
Tour classification: By arrangement only.

COMMUNICATIONS AND MEDIA RESOURCES

Speakers or directors who can assist Occupational Orientation classes —

Mrs. Maxine Helton or
Mrs. Billie Marable . . . . . 521-7902 or 521-8530
Bell Telephone Company School Consultants
P. O. Box 1530 Room 1214
Houston, Texas 77002

Mr. John Knight 528-6141
Educational Media Supervisor
A. B. Dick Company
2327 S. W. Freeway
(speakers and a loan of audio-visual materials)

Mr. George Nelson 526-7231
KYOK Radio Station

Miss Carolyn Whitmore 521-7769
Employment Manager
Southwestern Bell Telephone Co.
3100 Main St.
Houston, Texas 77002

Mr. Craig Bland 526-8811
Channel 11 TV

Mr. Tom Warren 621-7000
Print Production Manager, *Houston Post*
Houston, Texas

Mrs. Rosemary Wohlfort 621-7000
Educational Direction, *Houston Post*
Houston, Texas

Mrs. Marty Bowman 748-6814
Channel 8 TV
Houston, Texas

Mrs. Dorothy Sinclair 748-6814
Greta Program Director, Channel 8 TV

Mr. Ray Miller 771-4631
News Director, Channel 2 KPRC/TV
Box 2222 Houston, Texas 77001

Mr. Joe Howard 771-4631
KPRC - Radio Station
P. O. Box 2222 Houston, Texas 77001

Mr. Harry Carson . . . . . 622-8052 or 622-8054
Dale Carnegie Representative
P. O. Box 22315 Houston, Texas 77027

Dr. Lois Avery 220-7171
Educational Coordinator, *The Houston Chronicle*
512 Travis Houston, Texas 77002

COMMUNICATIONS AND MEDIA

FILM		*NUMBER*	*TIME*
1.	"The Commercial Photographer" McGraw-Hill	5494	10 min.
2.	"Newspaper: Behind the Scene" Aims instructional media	M-5363	15½ min.
3.	"Oral Communications" The Power of Emotion in Speech	M-5439	15 min.
4.	"Satellites and Men in Orbit" ACI Films—Southwest Media	L-5199	24 min.
5.	"Miniature Film Studio" Warsaw, McGraw Hill	5409	7 min.
6.	"I Rather Like You, Mr. Bell" Effective use of phone	L-4385	27 min.
7.	"Space Science: Man-made Satellites" Shows how they are place in space and how they transmit information from space.	4419	11 min.
8.	"How to Make a Good Impression" Shows modern offset lithography	M-4675	25 min.
9.	"Communications and the Community" The importance of instant communications	M-4595	16 min.
10.	"Newspaper Careers" Covers entire field of newspaper jobs	M-4907	21 min.
11.	"Public Speaking: Fundamentals" Requirements to speak well.	5052	14 min.
*12.	"The Machine In Between Careers in the Mass Media" Miller Porduction, Inc. (film in O.O. Office) (medium length film)		
13.	"Manner of Speaking"	L-1974	
*14.	"Careers in Television" Educational Dimensions Corp. Box 488, Great Neck, New York 11022 (filmstrips)	403	

* Not in AV Center of H.I.S.D.

BIBLIOGRAPHY OF LOCAL FREE MATERIALS

A Living Textbook, Use of the Newspapers in the Classroom, Curriculum Aids. The Educational Services Department of the *Houston Post*.

Newspaper Classroom Aids—Houston Chronicle.

*Not in AV Center of H.I.S.D.

Bibliography

By Mrs. Mary Belt—Fondren Junior High School

COMMUNICATIONS AND MEDIA

Evaluation	*Pamphlets*	*Source*
G	"Careers in Graphic Communications"	Ed. Council of Graphic Arts Industry 4615 Forbes Ave. Pittsburgh, Pennsylvania 15213
E	"T.V. and Radio Service Technician"	Reprint (O. O. Handbook) Supt. of Documents Washington, D. C.
E	"Copyreader"	TEXAS VIEW Region XIX Ed. Service Center 6501-C Trowbridge El Paso, Texas 79905
G	"The Making of a Newspaper"	*The Houston Post*
E	"Newspaper Circulation Supervisor"	TEXAS VIEW (see above)
E	"Phtojournalist"	TEXAS VIEW
E	"Newspaper Reporter"	TEXAS VIEW
E	"Newspaper Reporters"	Reprint (O. O. Handbook) (See above)
E	"Careers for Negroes on Newspapers"	Am. Newspaper Guild Philip Murray Bldg. 1126 16th St., N. W. Washington, D. C. 20036
G	"Should You be a News Reporter?"	(same as above)
E	"Photographer"	TEXAS VIEW (See above)
G	"Should You go into the Printing Industry?"	Career Information Service N. Y. Life Insurance Box 51, Madison Square Station New York, N. Y. 10010
G	"Careers Opportunities in the Printing Industry"	Heidelberg Eastern Inc. 800 E. 10th Kansas City, Missouri
G	"Should you go into Public Relations?"	Career Information Service (see above)
E	"An Occupational Guide to Public Relations"	Public Relations Society of America 845 Third Ave. New York, N. Y. 10022

E	"Radio and T.V. Announcer"	TEXAS VIEW (see above)
E	"Career Briefs"	Desk-top Career Kit Careers Largo, Florida
E	"Jobs in Publishing"	SRA Job Family Series Booklet 259 E. Erie St. Chicago, Illinois 60611

Books Available in the Library

Encyclopedia of Careers and Vocational Guidance Vol. I and II	Wm. E. Hopke Doubleday and Co., Inc. Garden City, N. Y.
Career Choices for the 70's	Arnold Arnold Cromwell-Collier Pub.
Cowles Guide to Careers and Professions	M. L. Marshall Cowles Education Corp. 1968
You and the Next Decade	A. A. Paradis McKay 1965
Vocations for Boys	H. H. Kitson & Edgar M. Stover Harcourt 1955
Vocations for Girls	M. R. Linginfelter & H. D. Kitson Harcourt 1951
Dollars for You	Adrian A. Paradis McKay 1958
How to Earn Money	Bill and Sue Severn Prentice-Hall 1957
News Reporters and What They Do	David Botter F. Watts 1959
Journalism	A. Myers Crowelll-Collier 1971

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

-END-